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A description of developments during the second year of the M.A.T. program designed to prepare superior liberal arts graduates for high-school teaching by giving them a fifth year which combines professional education courses with graduate work in a particular academic discipline. Also includes comments of graduates following their first year of teaching. Comments deal with amount of preparation program provided, personally interesting features, comparison of their preparation with that of colleagues, special recognition received during first teaching year, and whether preparation for teaching should be on undergraduate level.

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Graduate Ed.

Alice Richards

THE JOHNS HOPKINS UNIVERSITY

HE7419

The Master of Arts in Teaching Program

SECOND ANNUAL REPORT

1958 - 1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Baltimore, Maryland
September, 1959

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INTRODUCTION

This Second Annual Report on the Master of Arts in Teaching Program at The Johns Hopkins University is published in two parts.

Part I describes the developments within the Program from July 1, 1958, through June 30, 1959,--these dates coincide with the fiscal year of the University. Some of the material in Part I was also included in the recently approved renewal application to The Ford Foundation. The renewal of the grant permanently establishes the M.A.T. Program at Johns Hopkins and will provide support through the 1966-67 academic year.

Part II includes new information just obtained from the first group of M.A.T. graduates who earned their degrees in June, 1958, and have spent the past year as high school teachers. Thus Part II of this report may be considered as an appendix to the First Annual Report published approximately one year ago.

* * *

PART I

In every respect the second year of the M.A.T. Program surpassed the first year which itself had proven to be a notable accomplishment for the combined efforts of The Ford Foundation and Johns Hopkins. The qualitative and quantitative advances during 1958-59 can be attributed to smoother operations following a year's experience, and more time to recruit and screen the graduate degree candidates.

In the few months available prior to the first year, twenty candidates were selected from among 168 who had made inquiries. In the second year almost 400 students made inquiry about the M.A.T. Program. Fifty students were enrolled from 204 completed applications.

As the 1958-59 class was being admitted, the University was working with various high school supervisors in the area to reserve internship opportunities in the neighboring secondary schools. The success of the interns during the first year had impressed the local high school officials and there was no difficulty in identifying a greater number of openings. In fact, several schools approached Johns Hopkins and asked to be included in the cooperating group. The number of participating high schools during the first year amounted to seven separate institutions. The total grew to sixteen during 1958-59. A complete list of the 1958-59 schools follows and an asterisk has been placed next to those which were new to the M.A.T. Program during the past year.

School	Location	Type	Number of Interns
City College High	Baltimore 18, Md.	Public	3
*Clifton Park Jr. High	Baltimore 18, Md.	Public	2
Dumbarton Jr. High	Baltimore 12, Md.	Public	2
Eastern High	Baltimore 18, Md.	Public	6
*Francis Scott Key High	Baltimore 30, Md.	Public	2
*Garrison Jr. High	Baltimore 7, Md.	Public	1
*North High	Hagerstown, Md.	Public	4
Hamilton Jr. High	Baltimore 14, Md.	Public	4
*Kenwood Sr. High	Baltimore 21, Md.	Public	4
McDonogh School	McDonogh, Md.	Private	5
*Parkville Sr. High	Baltimore 14, Md.	Public	2
Pimlico Jr. High	Baltimore 15, Md.	Public	1
*Severn School	Severna Park, Md.	Private	3
*Southern High	Baltimore 30, Md.	Public	1
*Towson Sr. High	Towson 4, Md.	Public	4
*Woodburne Jr. High	Baltimore 12, Md.	Public	3

In addition to training liberal arts college graduates as high school teachers, it is a function of the M.A.T. Program at Johns Hopkins to encourage school systems to use the abilities of teachers to the greatest advantage. Through educational conferences, consultants, and small grants, the Program gave encouragement to the local high schools and several interesting projects were launched during 1958-59. Others are being discussed and can be expected to be in action in the near future.

In October, 1958, some one hundred public and private school administrators and supervisors attended on the Hopkins campus a conference designed to explore methods of utilizing to better advantage the abilities of teachers in the schools. During the first session, descriptions of various programs now underway were presented by the following:

Superintendent William M. Brish, Hagerstown, Maryland

Doctor Maurice L. Hartung, Professor of Education
University of Chicago

Doctor Harold Howe II, Principal of Newton, Massachusetts
High School

Doctor Robert H. Johnson, Superintendent of Lakewood
Colorado Public Schools

Doctor Francis Keppel, Dean of Graduate School of Education
Harvard University

Doctor J. G. Umstattd, Professor of Secondary Education,
University of Texas

Doctor Charles R. Keller, Director, John Hay Fellows Program,
John Hay Whitney Foundation

At the evening session, Doctor John H. Fischer, Superintendent of the Baltimore Public Schools, and Mr. Lester W. Nelson, Assistant Vice President of The Fund for the Advancement of Education, addressed the conference.

The impact of this program was substantial and several individual experiments were launched following the conference. For example, Mr. Albert Naeny, Principal of Dumbarton Junior High School, requested and received from the M.A.T. Program a small grant ($790) to experiment with the presentation of current events among four hundred students in the seventh grade. This plan included the teaching of one large group of two hundred and twenty students by one teacher using audio visual aids and other special instructional materials. A control group of the same size in five classes of forty students each is being instructed in the conventional manner. This experiment will be continued next fall. At the end of a full year's operation the results were compared.

Also at Dumbarton one English writing instructor taught a double class of seventy students. With M.A.T. financing a competent person was employed part-time to grade the papers and confer with the instructor. This enabled the instructor to assign writing exercises on a daily basis and provided him an extra free period for the preparation of his work. An unedited report of these activities from Principal Naeny is included in Appendix A.

Following the Conference at Hopkins last October, the Baltimore City Schools proposed that an item be included in the next annual budget for the employment of assistant teachers. This innovation, according to the Superintendent of Schools, resulted from discussions at the Conference following reports of success from educators in other geographical areas. Just recently the Baltimore City Schools began exploring the possibilities of team teaching in the elementary schools for next year. (See Baltimore Sun clipping for Thursday, August 27, 1959 - Appendix B.) It was the intention of Doctor John Fischer to launch similar experiments for the high schools. Although he is leaving the school system, his successor, Doctor George Brain, is expected to continue Doctor Fischer's plans and he will be encouraged in this direction.

Thirdly, the Secondary School Science Supervisors of Baltimore prepared a proposal, based on the Conference, to establish a Science Construction Center. The purpose of this Center will be to collect a variety of the best laboratory instructional devices prepared by individual teachers, duplicate them, and circulate them to other schools. Here again all the teachers will have access to the best efforts of individual instructors.

It can be stated with conviction that the traditionally conservative Baltimore area is now showing a new interest in the improvement of teaching following the introduction of ideas by the Fund-sponsored M.A.T. Program.

Another important, but different, type of conference involved the regular off-campus meetings of the M.A.T. students with the staff of the University's Department of Education, distinguished lecturers, and local school officials. This prompted an esprit de corps that is most unusual among graduate students, and further coordinated the M.A.T. Program with the local schools.

As the conferences were held and the pilot studies launched during the course of the year, the M.A.T. students did responsible work as interns and as graduate students. It became apparent early that the successful graduates would have no difficulty in locating attractive professional assignments. As the M.A.T. Program became known at Johns Hopkins, a number of school systems from coast to coast sought to recruit new teachers from the group.

A complete list of the 1958-59 M.A.T. class follows:

1958-59 Master of Arts in Teaching Group
The Johns Hopkins University

Name, Home Address, Degrees	Teaching Location	Subject
Diane E. Alwine Danville, Illinois B.A. Wellesley College, 1957 M.A.T., Johns Hopkins Univ., 1959	Public High School Dobbs Ferry, N.Y.	English
Florence A. Avidon Riverdale, New York B.A., Univ. of Pennsylvania, 1958 M.A.T., Johns Hopkins Univ., 1959	Asst. Editor, *World Scope* (encyclopedia for high school age people)	

Name, Home Address, Degrees	Teaching Location	Subject
Maryann Banich Chicago, Illinois B.S., Mundelein College, 1958 27 sem. hrs. graduate credit at Johns Hopkins Univ. (no degree)	Chicago Hospital School of Nursing Chicago, Illinois	Science
Richard F. Barter Gray, Maine B.A., Univ. of Maine, 1958 M.A.T., Johns Hopkins Univ., 1959	McDonogh School and part-time studies toward Ph.D., Johns Hopkins University	Science
Suzanne J. Blair Baltimore, Maryland B.A., Western Maryland College, 1958 31½ sem. hrs. graduate credit at Johns Hopkins Univ. toward M.A.T. degree (needs additional course for degree)	Parkville Sr. High Baltimore County, Md.	English
Stanley L. Bowers San Gabriel, California B.A., Los Angeles State College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public School Arcadia, California and Los Angeles City College	History, Civics
Mary Elizabeth Bumiller Cincinnati 20, Ohio B.A., Univ. of Texas, 1955 9 sem. hrs. graduate credit in Education at Johns Hopkins Univ. (no degree)	Withdrew to be married	
Mary Alice Burns Waukesha, Wisconsin B.A., Univ. of Arizona, 1957 M.A.T., Johns Hopkins Univ., 1959	South Mountain High Phoenix, Arizona	Biology, English
John Milton Darcey Winsted, Connecticut B.A., Trinity College, 1957 M.A.T., Johns Hopkins Univ., 1959	Edmondson High Baltimore, Md.	French

Name, Home Address, Degrees	Teaching Location	Subject
Antonia S. Day Houston, Texas B.A., Randolph-Macon Woman's College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School Austin, Texas	Chemistry
Carmen Delgado Santurce, Puerto Rico B.A., Trinity College, 1956 M.A., Middlebury College, 1957 M.A.T., Johns Hopkins Univ., 1959	Secondary School Santurce, Puerto Rico	French
Joseph A. di Venuto Springfield, Massachusetts B.A., Boston College, 1958 M.A.T., Johns Hopkins Univ., 1959	Severn School and part-time studies toward Ph.D. Johns Hopkins University	History, Latin
Dorothy V. Faller Washington, D. C. B.A. Trinity College M.A.T., Johns Hopkins Univ., expected Oct., 1959	Position unknown will teach Ursuline Academy Bethesda, Md.	Physics
James J. Garvey Vestal, New York B.A., Harpur College, 1956 M.A.T., Johns Hopkins Univ., 1959	Herricks High School New Hyde Park L.I., New York	English
Jonatha E. Gibaud Rochester, New York B.A., Wells College, 1958 M.A.T., Johns Hopkins Univ., 1959	Position unknown will teach	English
Judith A. Goldberg Baltimore, Maryland B.A., Goucher College, 1958 M.A.T., Johns Hopkins Univ., 1959	Hamilton Jr. High Baltimore, Maryland	Social Studies

Name, Home Address, Degrees	Teaching Location	Subject
Michael P. Goodrich Milwaukee, Wisconsin B.A., Grinnell College, 1958 M.A.T., Johns Hopkins Univ., 1959	Severn School and part-time studies toward Ph.D. Johns Hopkins Univ.	English History
Donna J. Hardy Jacksonville, Florida B.A., Florida State Univ., 1957 M.A.T., Johns Hopkins Univ., 1959	Research Laboratory Assistant McCollum-Pratt Institute, Johns Hopkins University	
Daniel J. Heisey Baltimore, Maryland B.S., Loyola College, 1958 M.A.T., Johns Hopkins Univ., 1959	Herricks High School New Hyde Park L.I., New York	Mathematics
Catherine M. Herlihy Worcester, Massachusetts B.A., Trinity College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School Mt. Auburn, Massachusetts	English
Vaughan A. Johnson Dayton, Ohio B.A., Wittenberg College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School Dayton, Ohio	Science
Elisabeth Keller Boonville, New York B.A., Wittenberg College, 1958 M.A.T., Johns Hopkins Univ., 1959	High School for American Students Paris, France	English
Patricia A. Kobel Chicago, Illinois B.S., Mundelein College, 1958 22½ sem. hrs. graduate credit at Johns Hopkins Univ. (no degree)	Died June 10, 1959	

Name, Home Address, Degrees	Teaching Location	Subject
Anna F. Kovasznay Baltimore, Maryland M.A., Univ. of Budapest, 1944 M.A.T., Johns Hopkins Univ., 1959	Towson Sr. High Towson 4, Md.	Spanish
Edward G. Kreppert Chicago, Illinois B.A., Carthage College, 1956 M.A.T., Johns Hopkins Univ., 1959	Palm Springs Jr. High School Palm Springs, Florida	Science
Susan T. Langdon Providence, Rhode Island B.A., Pembroke College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School Piedmont, California	Biology
Maud W. Leigh Norfolk, Virginia B.A., Sweet Briar College, 1958 M.A.T., Johns Hopkins Univ., 1959	Position unknown will teach	English
J. Albert Lettre Baltimore, Maryland B.S., Univer. of Maryland, 1948 M.A.T., Johns Hopkins Univ., 1959	Polytechnic Institute Baltimore, Maryland	Social Studies
John P. Lowe Rochester, New York B.S., Univ. of Rochester, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School Teaneck, New Jersey	Science
John L. Magnus Baltimore, Maryland B.A., Oberlin College, 1957 M.A.T., Johns Hopkins Univ. expected Oct., 1959	Full-time studies toward Ph.D. Johns Hopkins Univ.	

Name, Home Address, Degrees	Teaching Location	Subject
Ronald L. Marr New Kensington, Pennsylvania B.S., Grove City College, 1956 M.A.T., Johns Hopkins Univ., 1959	St. Paul's School Baltimore, Md.	Science
Paul D. McElroy Youngstown, Ohio B.A., Allegheny College, 1958 M.A.T., Johns Hopkins Univ., 1959	Colorado Adademy Denver, Colorado	English
Suzanne M. McGrath New York, N.Y. B.A., Trinity College, 1958 M.A.T., Johns Hopkins Univ., 1959	Public High School East Chester, New York	Social Studies
Philipp M. Maersch Sheboygan, Wisconsin B.A., Univ. of Notre Dame, 1958 38 sem. hrs. graduate credit at Johns Hopkins Univ. (no degree)	Herricks High School New Hyde Park L.I., New York	Mathematics
Roch L. Mirabeau Port-au-Prince, Haiti B.L., College St. Martial, Haiti, 1941 M.A.T., Johns Hopkins Univ., 1959	Florida A. and M. University Tallahassee, Florida	French
Ruth Ann Mutchler Kensington, Md. B.A., Univ. of Vermont, 1958 M.A.T., Johns Hopkins Univ., expected Oct., 1959	Eastern High School Baltimore, Md.	Social Studies
Armand M. Opitz Baltimore, Maryland B.A., Johns Hopkins Univ., 1958 M.A.T., Johns Hopkins Univ., expected Oct., 1959	Dundalk High School Baltimore County, Md.	Social Studies

Name, Home Address, Degrees	Teaching Location	Subject
Thor S. Ramsland Baltimore, Maryland B.A., Johns Hopkins Univ., 1958 M.A.T., Johns Hopkins Univ., 1959	Golden Ring Jr. High School Baltimore County, Md.	Social Studies
Gwynneth G. Risley Louisville, Kentucky B.S., Univ. of Kentucky, 1958 31½ sem. hrs. graduate credit at Johns Hopkins Univ. toward M.A.T. degree (needs additional course for degree)	Garrison Jr. High Baltimore, Md.	Mathematics
Lee A. Risley Fairborn, Ohio B.A., Kenyon College, 1958 30 sem. hrs. graduate credit at Johns Hopkins Univ. toward M.A.T. degree (has an Incomplete in one course to absolve)	Full-time studies toward Ph.D. Johns Hopkins Univ.	
Ellen M. Rosenberg New York, New York B.A., William Smith College, 1958 M.A.T., Johns Hopkins Univ., 1959	Poynette High School Madison, Wisconsin	English
Donald McM. Routh Sandusky, Ohio B.A., Amherst College, 1958 27 sem. hrs. graduate credit at Johns Hopkins Univ. toward M.A.T. degree (has two Incompletes to absolve)	Full-time studies toward Ph.D. Johns Hopkins Univ.	
Marion E. Schmitt Weston, Massachusetts B.A., Oberlin College, 1958 M.A.T., Johns Hopkins Univ., 1959	Private School Boston, Mass.	Science

Name, Home Address, Degrees	Teaching Location	Subject
Emanuel I. Shargel Baltimore, Maryland B.A., Johns Hopkins Univ., 1958 M.A.T., Johns Hopkins Univ. expected Oct., 1959	Arbutus Jr. High Baltimore County, Md.	Social Studies
Karen E. Shaver Los Angeles, California B.A., Pomona College, 1958 M.A.T., Johns Hopkins Univ., 1959	Position unknown will teach	Social Studies
Philip S. Sievers York, Pennsylvania B.S., Grove City College, 1958 M.A.T., Johns Hopkins Univ., 1959	Position unknown will teach	Spanish
Robert C. Smoot, III Baltimore, Maryland B.S., Pennsylvania State Univ.,1956 19½ sem. hrs. credit toward M.A.T. degree at Johns Hopkins Univ. (needs another semester of work)	McDonogh School McDonogh, Md.	Science
Melvin E. Toussaint Trafford, Pennsylvania B.A., Johns Hopkins Univ., 1958 M.A.T., Johns Hopkins Univ., expected Oct., 1959 (has four Incompletes to absolve)	Public High School Bel Air, Maryland	Spanish
Ruth Dolores Townsend Baltimore, Maryland B.A., Wilson College, 1958 9 sem. hrs. graduate credit in Education at Johns Hopkins Univ. (no degree)	Withdrew to be married	
Bruce A. Woodson Cedar Rapids, Iowa B.A., Coe College, 1958 28½ sem.hrs. graduate credit toward M.A.T. degree at Johns Hopkins Univ.	Studies toward Ph.D. Johns Hopkins Univ.	

While not one hundred per cent were successful in the course of this difficult program, a very high percentage were graduated.

During 1958-59 the M.A.T. Program at Johns Hopkins also received excellent (and unsolicited) publicity. Nationally circulated articles appeared in The Johns Hopkins Magazine and The Wellesley Alumnae Magazine. Several newspaper stories were published and the most impressive of these was a large feature treatment in the Baltimore Sun. Copies of these articles are included in Appendix C.

In summation, then, the M.A.T. Program has

1. Provided a new educational opportunity for the training of secondary school teachers,
2. Enhanced the prestige of such educational efforts among the University faculty,
3. Trained a sizable number of superior students who are contributing to high school education across this country and abroad,
4. Established a new and close relationship between Johns Hopkins and the public and private secondary schools within the area, and
5. Inaugurated a series of dynamic experiments in both the improvement of teacher training and the better utilization of teachers.

We are confident the M.A.T. Program will continue to achieve its objective. The additional grant from The Ford Foundation insures a continuity that will currently strengthen and ultimately perpetuate the Program.

With sincere appreciation,

John Walton
Director, Master of Arts in
Teaching Program
The Johns Hopkins University

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PART II

One way to determine the effectiveness of the M.A.T. Program was to survey the reactions of the first graduates after they had spent a year in high school teaching.

A few weeks ago a questionnaire was sent to all the 1958 M.A.T. graduates who had entered secondary school teaching. Three replies are not available because the teachers are away for the summer, but each of the fourteen replies received, completely unedited, is reproduced in this section of the report.

We believe that these reactions are valid analyses of the M.A.T. Program and the major contribution being made by The Ford Foundation in cooperation with Johns Hopkins and other leading universities.

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1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

My reaction to this question is the same as it would have been a year ago had someone asked me – excellently! Although this reaction is definitely biased, I feel it is a true statement because of the following facts. The internship program gave me first-hand information on classroom management, school personnel relations etc. Secondly, the excellent advice and assistance received from Dr. Woodburn of the Hopkins faculty and Miss Sentz of the Eastern High School faculty were invaluable. Thirdly, a problem of an educational nature has not yet arisen for which I could not supply a possible answer or know where to look for information concerning the problem. And finally, my academic background in science is seemingly more complete than several of my colleagues.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

The somewhat personal relations with the faculty and members of the M.A.T. group were especially rewarding. Although the knowledge gained by me from this particular aspect cannot be evaluated, I nevertheless feel I was molded into a better kind of teacher.

3. **Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.**

To the best of my knowledge, my preparation for teaching is not superior or inferior to that of my colleagues. I have already mentioned that my science background is more complete than many of my coworkers but am unable to evaluate positively, whether or not this is a superior quality. I think it is!

4. **List any special recogniti n, personal and professional, that you have received this year.**

(a) Three fast and two slow physical science classes have been assigned to me for next year. (Physical science classes are grouped into remedial, slow, average, fast and accelerated sections.)

(b) Seattle University awarded me a National Science Foundation grant for this summer, June 17 - August 11. (I was accepted into nine institutes - Seattle is my first choice.)

(c) My salary was increased $400 for next year.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Definitely not! - answers to the "whys" of this reply are basically the same as the purposes and objectives set forth by the Ford Foundation when they established the M.A.T. program.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

I believe the M.A.T. program is definitely feasible - especially if money remains available for the purpose of awarding stipends.

Its future appears to be bright because it is supplying what the public is crying for, namely, teachers with a strong background in their subject matter field.

The effect on secondary education will be the production of better educated boys and girls. I will not attempt to speculate the possible effects on teacher education in teacher colleges and liberal arts institutions.

David M. Cox

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1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

Only minor criticism can be aimed at my MAT preparation, for on the whole this preparation was outstanding. I will be everlastingly grateful for the courses I took in English (lit), my subject field. Three subject courses especially helped me in teaching soph + junior literature this year. Moreover, the intern teaching was invaluable for experience. This year was incomparably easier due to that blood - sweat - and - tears semester in Baltimore.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

Several "above and beyond" features appealed to me. The most attractive feature was that education courses were concentrated and kept to a minimum. The important points were covered adequately. No "The room must be kept at ___ degrees and the shades must be such & such a way" was dwelled on -- nor even mentioned. (I actually had this information given in an undergrad course. Moreover, we were tested on the exact degree at which the room temperature should be kept!)

Another advantage was that I could study in my subject field also, hence satisfying myself as well as the State.

The list could grow, but in addition, I appreciated the "group" friendships and the excellent Hopkins education.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

The school in which I taught last year added about thirty-five new teachers to meet its expanding needs. Many of the new teachers were Stanford graduates who had completed the required fifth year. Although I did not discuss specific courses taken in preparation, on the whole I felt these people had an advantage in that they planned so well and thoroughly. This "how" knowledge served them well. At Hopkins we went hurriedly through our English methods course. However, I believe I equalled them in performance and in some ways felt more experienced because of the intern teaching.

4. List any special recognition, personal and professional, that you have received this year.

No special recognition.

5. **From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?**

Heavens, no! The chief reason I liked the Hopkins program was that the undergrad courses were not required. I purposesly avoided education courses in my college years so that I could devote myself to liberal arts. The summer program and the year's work provides adequate preparation.

6. **As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.**

(Wow! This could be a term paper topic.)

This program must be feasible because it works, and works well. A few modifications might improve the product (such as, more observation -- both of MAT's of experienced teachers and of the MAT's while teaching by supervisors --, and closer cooperation between department heads and intern MAT's.

The success of the program should continue because it not only answers a definite need for secondary teachers, but also provides a happy solution for potential teachers who do not want to take the innumerable undergraduate education courses, and who may desire a Master's , but may not have the time, money, nor desire to work toward this end for several years.

Because of the type of person attracted to the program and because of his rich background in content rather than technique, the MAT teacher should have a most salutary affect on secondary education.

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1. **How well did the Hopkins M.A.T. program prepare you for teaching?
(Please consider the internship a part of the program)**

I found myself very well prepared, indeed, by the M.A.T. program. The education courses were invaluable background for teachers' lounge conversations, the seminars at Dr. Stevens' were delightful orientations to the good fellowship of the profession, and the remainder of the program was excellent preparation for teaching.

This past fall, I entered a classroom in Chicago from which the teacher, under duress from the students, had departed in great haste. Without much difficulty (may the Lord look with great kindness at Hempstead Hills and Mr. Joffo) I was able to restore order and assume rather normal classroom activities.

At present, I am teaching G.I.'s, all subjects, all levels of accomplishment, and feel that the M.A.T. program was excellent preparation for this work.

2. **Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?**

The opportunity to come in contact with many more-adept pseudo-intellectuals, the real intellectual excitement of an excellent university (magazine articles on Lattimore not withstanding), the opportunity to study under themen there.

3. **Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.**

My inexperienced colleagues had the advantage of more initial classroom poise, more acquaintance with the how-to of teaching — but, as evidenced in the case of my predecessor at the Chicago school, the misfortune of an overly idealistic approach. The moe experienced teachers are hampered, however, by a lack of understanding of the subject matter, or perhaps by lack of excitement about it.

4. **List any special recognition, personal and professional, that you have received this year.**

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Never.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

In California, I understand, all state teachers' programs are organized in a manner similar to the M.A.T. program -- four years of college, and a fifth year devoted to professional work. If the reamining states could be convinced of the wisdom of this plan, the program will eventually leave its mark. If it remains confined to small groups of people, I believe it will prove about as effective as Budapest.

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V. Jones

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

The two-fold ~~programs~~ (academic studies - internship) offered by the M.A.T. program gave me a very good preparation for teaching — I believe that a thorough knowledge of one's subject on both basic and advanced levels is essential to a good teacher, and for this reason I feel I profited professionally as well as personally by graduate work at Hopkins. The importance of the internship is obvious, in that it offers practical application of teaching methods. I cannot speak for all MAT students, since I had had teaching experience prior to entering the program, but I believe the MAT pattern of giving the internee complete control of the classroom gives a fuller comprehension of all facets of teaching than the previously established method of student-teaching. For those who enter the program without any classroom experience, however, I would advocate strongly that they have ample opportunity for observation of other teachers before they find themselves in complete charge of a classroom. (over)

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

Of interest and also of great value to me were the opportunities I had before starting my internship to observe other teachers at work in their classes. I feel this opportunity should definitely be made available to all MAT students, as I noted above.

Also, the in-service training course taught by the language supervisor of public schools was extremely helpful insofar as learning new teaching methods was concerned.

Thirdly, the academic environment at Hopkins was an intellectual stimulation to me, and it has promulgated a strong desire to continue graduate studies.

I would like to make one suggestion on M.A.T. procedure. When, as in my case, the M.A.T. supervisor is not familiar with the subject field taught by the intern, I would suggest he work in collaboration with the city or county supervisor of that subject in order to obtain a clear picture of the intern's goals and progress toward these goals. (This suggestion was also made by the city supervisor.)

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

It would be difficult to make this comparison in my own subject, as I taught in a small school where I was the only teacher of modern language. I did find, however, that I was able to handle the five years of French offered with facility. Academically I would say that I was equally well prepared in teaching as were my colleagues, most of whom had masters degrees in their subject fields or in Education.

I must add that my internship in a public school gave invaluable assistance and understanding in handling and preventing disciplinary trouble.

4. List any special recognition, personal and professional, that you have received this year.

I was selected as a representative of my school to attend the Secondary Education Board Conference in New York in March.

I am not sure this would apply as a special recognition, but I was given complete charge of the dramatics program at school. This was a new and very satisfying experience to me, and one which I felt had good results.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

No. I would prefer to follow the same course that I did; namely, to devote my undergraduate studies to my subject field and other courses in which I had academic interest, i.e. history, other languages, literature, etc., and take my training in education in the form offered by the M.A.T. program. I would, however, make sure that my undergraduate program included a course in Child & Adolescent Psychology.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

I feel that the M.A.T. program will attract to the field of secondary education people who are deeply interested in their subjects and who would like to communicate this interest & knowledge to others through teaching, but who are discouraged from teaching by the prospect of all the education courses required on the undergraduate level. Obviously this is my own opinion but I believe that the M.A.T. program could raise the intellectual level of secondary education.

Mary Virginia Jones

Nancy Kotz
Towson Senior High
Towson 4, Md.

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

When I began teaching as a senior high school English teacher this year after my year of the M.A.T. program at Hopkins; I felt well prepared. I had no trouble with classroom management of either fast or slow classes. I found my graduate work in English at Hopkins so helpful in subject matter in teaching my advanced, academic eleventh grade literature class that now I feel that I would have been handicapped without that background. At the first of the year several teachers remarked to me that they wish they had had as good an understanding through their preparation when they first started teaching as I seemed to have. So Hopkins M.A.T. preparation appeared commendable to my colleagues as well as myself.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

I was especially interested in graduate courses in my field. English, for both the new ideas and intellectual stimulation in my field and for theories of various and changing methods of presentation I could work-out in considering how these ideas could be incorporated into the work of students on a secondary level.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

I certainly felt as well prepared as other new teachers. In considering remarks of experienced teachers, I felt that my preparation was giving me a chance to get off to a much better start than many.

4. List any special recognition, personal and professional, that you have received this year.

I have not received special recognition, but I have found my ideas and opinions highly respected and well-received by older, experienced teachers.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level? No. I feel that the undergraduate should place his emphasis on liberal arts background. At a graduate level one becomes more seriously concerned with the technicalities of professional training. He has had the background and experience of undergraduate work and is ready for specialized training as a graduate immediately concerned with intensive work toward this end.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

The preparation the M.A.T. program has given to me and my M.A.T. colleagues indicates to me its definite success. I feel that the M.A.T. program will expand to become a major pattern in teaching preparation. With its intensive study in both professional training and academic background and its systemized and active approach in considering teaching from a progressive and dynamic view point, the M.A.T. program should certainly raise the calibre of the teaching profession. Thus it should have a positive effect in the improvement of secondary education.

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J. McNamara

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

The courses in my teaching field were of exceptional value. Generally speaking the professional courses were of little value. This may be due to the fact that I went into them with a skeptical attitude and was not shaken from it. I cannot help but feel that Education, at least at the level of teacher preparation, is a hoax that nobody, including the instructors really believe in. I continue to look upon these courses as an initiation into a fraternity. As I said, all this may be because I remain an unreconstructed lecturer.

The internship is most valuable. Baptism by fire remains the surest way to get to Heaven.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

I vastly appreciated the sympathetic ears of the Department Chairman and his staff.

It was gratifying to feel myself a part of the department in which I was doing my specialization, instead of being considered an interloper.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

Frankly, most of my colleagues are my intellectual inferiors. I say this in all modesty because I do not consider myself a driving scholar. However, many of them look upon their degree a meal ticket and not as an obligation to be some kind of a truth seeking member of society

4. List any special recognition, personal and professional, that you have received this year.

I have been asked to serve as Moderator of the Student Council. This is considered to be a most important function.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

NO!

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

As far as public education is concerned, it is difficult to make any sweeping statements. I should think that so long as the prestige (spelled SALARY) of the teacher rises, people whom the program directors feel qualified will continue to apply.

MAT is an outstanding contribution to secondary education. I could not possibley predict what effect, if any, it will have on public secondaryeducation

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1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

I think the program did as well as any other; it is only natural that the internship was the most important phase, because actual teaching is so far removed from anything encountered in textbook or classroom. The intelligent student, for whom the program is meant, naturally has the ability to plan and organize — what he probably lacks is experience with children and with a ~~beau~~burocratic set-up such as a department of Education. I think observations were probably extremely helpful to many M.A.T's, and ought to be included again in the program.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

For myself, the most exciting aspect of the program was the opportunity to become acquainted with much of the recent work in Science, since I had been out of college so long and working in other fields. It was important too, to see how a private (as opposed to State) University operated. I enjoyed meeting people in the field of education on a different basis than as employers, and discovering that an older person could do as well as young ones.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

Probably the chief difference is that other teachers have had practice teaching, during which mistakes they may have made were pointed out at the time, so that they could be corrected, instead of having had to muddle through alone, as the M.A.T. student does. I suspect that there are advantages and disadvantages to ~~of~~ each method. In other respects my opinion is that the M.A.T. student is better prepared, since he has a better knowledge of his subject, and a broad liberal arts background. Students need well-read teachers.

4. List any special recognition, personal and professional, that you have received this year.

I was asked to do the first television show on a Science series for upper elementary and Junior High School series, and I was asked to be a member of a committee which is rewriting the seventh grade Astronomy course of study.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Not at all – most emphatically. I believe teachers must have the broadest possible backgrounds as undergraduates, and that it shouldnt take more than a fifth year to catch up on education courses.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

I believe the program is highly feasible, and could have a wide future, with one proviso: that candidates be chosen who will actually go into teaching when they finish. It upsets me to see such a valuable thing "wasted" on people who do not then teach. If too much of this happens, the program will receive a bad name.

As long as people who are mediocre enter teaching from teachers colleges because they are looking for an easy task, the program has no future. Especially as long as school adminis-

(over)

trators are mediocre people themselves, who rose to their current positions on the crest of a trend, by espousing it wholeheartedly, getting the proper degrees, and offending nobody – Such people have a vested interest in keeping current theories, such as "we teach children, not subjects" to the fore, and in stifling creative, intelligent mavericks. Such people cannot be amenable to a program such as the M.A.T.

David J. Olney

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

VERY WELL.

I AM NOW IN A SOMEWHAT IDEALISTIC SET-UP WHERE, BECAUSE OF MY SCHEDULE, I HAD NO HOME-ROOM AND THEREFORE A BARE MINIMUM OF BOOK-KEEPING CHORES. I CANNOT SAY, THEN, HOW WELL PREPARED ~~THE PROGRAM~~ I WAS IN THIS AREA. BUT AS FAR AS FEELING AT EASE IN THE CLASSROOM, CONTROLLING THE NATURE OF THE CLASSROOM DISCUSSION, AND _ MOST IMPORTANT _ HAVING THE BACKGROUND OFFERED TO ME IN THE STUDY-SEMESTER OF THE PROGRAM, I AM SURE THAT THIS WAS THE MOST EXCELLENT PROGRAM I COULD HAVE UNDERTAKEN.

EVEN DURING MY INTERNSHIP LAST YEAR, I ~~ALWAYS~~ RARELY FELT SELF-CONSCIOUS OR TERRIBLY UNSURE OF MY TEACHING METHODS _ INDEED, MORE INTENSIVE SUPERVISION FROM BOTH CITY AND SCHOOL WOULD HAVE HELPED TO MAKE ME MORE HUMBLE. I CANNOT SAY THEN THAT THE PROGRAM MADE ME LIKE TEACHING OR TAUGHT ME THE BASE TECANIQUES. CERTAINLY, HOWEVER, IT POINTED OUT SOME WAYS TO IMPROVE MY TECHNIQUES, AND (ESPECIALLY IN SCIENCE) NEW FIELDS AND IDEAS TO EXPLORE IN TEACHING

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

(1) WITHOUT QUESTION, THE CHANCE TO TAKE COURSES IN RELATED FIELDS AND OUR OWN SUBJECT FIELDS. TO MY MIND, THIS IS THE GREAT DRAWING POINT OF THE PROGRAM TO A LIBERAL ARTS GRADUATE. A SIMPLE TEACHER-TRAINING PROGRAM WOULD HAVE HAD NO REAL ATTRACTION FOR ME.

AND IT HAS BEEN USEFUL. IN MY CASE FACTS AND IDEAS LEARNED IN COURSES SUCH AS ORGANIC CHEM, GEOLOGY, ANTHROPOLOGY, YEA EVEN QUANTUM MECHANICS HAVE HELPED TO IMPROVE MY TEACHING IN CHEMISTRY AND PHYSICS.

(2) IN OUR FIRST YEAR CLASS, THE VERY FACT THAT WE WERE "THE GROUP"! SUCH A CLOSE-KNIT GROUP THAT INCLUDED ALL THE PROGRAM MEMBERS IS REALLY QUITE UNIQUE ON THE HOPKINS CAMPUS! I BELEIVE HAVING MOST OF THE STUDENTS IN THE DORMS DURING THE SUMMER DOES MUCH THE SAME THING TO CEMENT FRIENDLY RELATIONS AND RAPPORT IN THE PROGRAM.

(3) AN INTERNESHIP THAT LEFT FULL RESPONSIBILITY ON THE INTERNES FOR THEIR TEACHING. TO HAVE BEEN MERE HELPING TEACHERS OR ONLY RESPONSIBLE FOR 6 WEEKS OR SO WOULD HAVE BEEN MUCH LESS SATISFYING AND HELPFUL TO OUR TRAINING.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

AT NEW ROCHELLE HIGH, I BELIEVE I'M THE YOUNGEST TEACHER IN THE SCHOOL (AND ALL TOO OFTEN TAKEN ~~IS~~ TO BE A STUDENT!) AND AM THE ONLY M.A.T. GRADUATE. HOWEVER, A HIGH PREMIUM IS PUT ON GRADUATE WORK HERE (MASTERS ARE REQUIRED) AND VIRTUALLY ALL ARE TAKING GRADUATE WORK, BOTH IN THEIR FIELDS AND IN EDUCATION. MOST HAVE MORE HOURS IN THEIR FIELD THAN I DO, I WOULD SUSPECT, IF NOT SO UP-TO-DATE. MOST HAVE HAD LOTS MORE WORK IN EDUCATION COURSES THAN I (AND RESENT THE PROLIFIC NUMBER OF COURSES REQUIRED OF THEM), BUT [illegible] IN ALL IMMODESTY, I CANNOT SENSE TOO GREAT A DIFFERENCE IN TEACHING METHODS ~~AND~~ BETWEEN THEIRS AND MINE.

I BELIEVE [illegible] MY MAJOR IN SCIENCES RATHER THAN IN EDUCATION AT BATES HAS MADE IT EASIER TO TEACH TWO DIFFERENT COURSES THIS YEAR THAN ~~FOR~~ A TEACHER OF MORE LIMITED BACKGROUND IN SCIENCE WOULD HAVE FOUND IT.

FINALLY, MY STUDENTS HAVE BEEN PLEASANTLY SURPRISED TO FIND A SCIENCE TEACHER WHO KNOWS ABOUT e.e. cummings AND READS THE N.Y. TIMES AND DISCUSSES HISTORY AND CURRENT EVENTS WITH THEM. THIS TOO IS PART OF A LIBERAL ARTS BACKGROUND THAT IS IMPORTANT.

4. List any special recognition, personal and professional, that you have received this year.

NONE — EXCEPT THAT I HAVE BEEN REAPPOINTED FOR NEXT YEAR, AND THAT TO MY KNOWLEDGE, ALL REPORTS SUBMITTED BY MY SUPERVISORS HAVE BEEN HIGHLY RECOMMENDATORY.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

DEFINITELY NOT!! TO ME, KNOWLEDGE OF THE SUBJECT TO BE TAUGHT IS _THE_ IMPORTANT THING, AND SHOULD BE THE MAJOR FIELD OF STUDY IN COLLEGE. THE 30 ODD HOURS OF EDUCATION COURSES WE TOOK WERE SUFFICIENT FOR OUR NEEDS, AND WERE MOST EASILY GARNERED IN THE ONE YEAR OF GRADUATE WORK. THEN TOO, I BELIEVE WE IN THE M.A.T. PROGRAM COULD LOOK AT EDUCATION AND TEACHING WITH A MORE CRITICAL EYE, AND ~~THAT~~ OUR DECISION TO GO INTO TEACHING IS A MORE MATURE, RESPONSIBLE ONE.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

IN MY OPINION, THE M.A.T. PROGRAM IS ENTIRELY FEASIBLE, ESPECIALLY WITH THE PROMISE OF PAYING INTERNSHIPS AND/OR FELLOWSHIPS, AND OFFERS TO A COLLEGE GRADUATE THE MOST ATTRACTIVE AVENUE TO A GOOD TEACHING POST. I BELIEVE THE PROGRAM WILL GROW IN SIZE AND SCOPE AS THE NEED FOR "EXCELLENCE IN EDUCATION" BECOMES MORE APPARENT. IT'S EFFECT ON EDUCATION WILL BE CONSIDERABLE. THE MATURITY AND BACKGROUND OF ITS GRADUATES WILL MAKE THEM STRONGER TEACHERS, MORE OPEN TO CHANGE AND MORE WILLING TO IMPROVE. THE GLIMPSES OF NEW IDEAS AND CHALLENGES IN TEACHING (EX. DEVELOPEMENT OF MASTER TEACHERS, USE OF T.V., NEW TESTING METHODS) WILL WORK THEIR EFFECT ON THE SCHOOLS AND THE TEACHER-COLLEAGUES. MOST IMPORTANT, GRADUATES WILL BE MORE VERSED IN THEIR FIELD, KNOW MORE ABOUT THE TECHNIQUES, THE IMPORTANT MEN, THE NEW IDEAS IN THEIR FIELD, AND CAN THEREFORE MAKE THESE FIELDS AS _DISCIPLINES OF STUDY_ COME MORE ALIVE TO THEIR BEST STUDENTS.

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John J. Snyder

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

I feel the program prepared me quite adequately for various reasons. Foremost, of course, is the actual internship whereby I received the influence and guidance of a professional faculty (McDonogh). During this period, however, I feel the supervision from Hopkins was inadequate in that I was only seen three times and the suggestions offered were impractical. Other worthy preparations were two courses in particular: the practices course we received in the summer, and the methods course.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

Initially, the warmth and hospitality of the faculty was very important to me. Now ~~that~~ I look back on the entire year, these are the outstanding memories: the many social gatherings, especially the outdoor picnics and swim parties, the influence of a wide student representation of states, and the financial support received through the internship.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

Most of my colleagues have had, if not the same, a similar preparation in that they have a thorough background in their subject matter. Those who attended teachers colleges are, I feel, equally good as teachers though without the depth of subject matter knowledge. In general I feel my preparation through the M.A.T. program is certainly as good and in many cases better than the majority of my colleagues

4. List any special recognition, personal and professional, that you have received this year.

I can think of two. The first and less important is the acknowledged fact of having produced and directed a successful high school play. The second recognition is the report our principal sent to the superintendent. In this professional report Mr. Langley, who has been an administrator for 25 years, stated that I was in the upper-quarter of new teachers.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Definitely not! I feel confident, secure and happy as a teacher mainly because I know that I am qualified, in subject matter especially, to teach my students English. If I had majored in education as an undergraduate I don't believe I would now be as well equipped in subject matter and therefore less confident, happy + secure.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

These three areas may be covered easily. I believe the program is entirely feasible, especially for students as myself who decided later in college years to try to teach. As to its future, I cannot imagine anything but a tremendous growth, because of the effect it is already beginning to have on secondary education. It is supplying American high schools with a sorely needed commodity: quality (in subject matter) teachers.

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1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

The semester of graduate study helped a great deal to fill the gaps in my own preparation for teaching. Though the responsibilities and the problems of the internship were quite demanding on a new teacher, the final result was a greater knowledge of my own abilities and limitations and some insight into the ways I might use them in the future. I felt that perhaps a little more supervision during the internship would have helped.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

Some of the contacts that I made during the program have developed into close friendships. I was a member of the first group to take advantage of the program, and we had a very good *esprit de corp*. Also, the financial arrangement of the program made it possible for me to get the training which would have taken many years on a part time basis

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

I taught in a boys' private school. Thus the problems that I encountered were probably a bit different from those encountered by some of my colleagues. Sometimes, but not always, the discipline problem was easier. I had a greater opportunity than most of my colleagues to become acquainted with the individual problems of my students. My classes were smaller, and arrangements were made for giving individual instruction during specified hours.

4. List any special recognition, personal and professional, that you have received this year.

I have decided to continue my studies for a Doctor's Degree. I was granted a scholarship in the English Department of Johns Hopkins University during this past year.

5. **From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?**

Definitely I would not like to do it at the undergraduate level. I believe that the undergraduate years should be devoted strictly to work ~~iss~~ subject matter [illegible] or in a [illegible] general education. When this has been attained the college graduate is better prepared, I think, to take full advantage of a program like the Master of Arts in Teaching.

6. **As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.**

With perhaps a little more supervision during the internship I believe that the program is ideally suitable for training good teachers. MAT. candidates receive the basic training for classroom management, and they also get some insight into the potentialities of their own chosen field of study I think the latter is extremely important because I feel that command of one's own subject and an enthusiasm for it are the most influential factors in good teaching.

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1. How well did the Hopkins M.A.T. program prepare you for teaching? Excellently (Please consider the internship a part of the program)

   Other than the science background I acquired during four years of attending a liberal arts college, all of my teaching preparation can be attributed to the year I spent on the Hopkins program. Among the many ways in which the M.A.T. Program prepared me are:

   (1) An awareness of what teaching is and those factors which determine good teaching from poor teaching.
      (a) Through education courses and the observation of actual teaching situations.
      (b) By hearing talks from eminent and successful persons in the field of education
      (C) Through seminars in which teaching problems were viewed and discussed
      (d) By the actual experiences obtained from taking over a full teaching schedule; the classes, duties, and headaches one would inherit upon entering the teaching profession

   (2) By enabling me to broaden my background in the sciences, whereby I would be a more versatile teacher

   (3) Helping me develop poise and confidence in my ability to impact to pupils some of my experiences in science.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

   1. The atmosphere of friendliness which was extended by the professors, instructors, and the University as a whole.

   2. The "Comradeship"? which existed between the participants of the program which enabled us to view and discuss our opinions without reservations.

   3. The picnics, teas, dinners, etc. which brought everyone together in a different setting.

   4. The evaluation of the program at Buck Falls Inn.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

It is my opinion that a person learns best by doing. I was teaching along with a person who had completed the Harvard M.A.T. program. Also in the school were teachers who had just finished at a teachers college.

I definitely feel that I was better prepared in September than they were, mainly because of the experience I had obtained while doing my internship. I felt more like a second year rather than a first year teacher.

4. List any special recognition, personal and professional, that you have received this year.

1. I have been made Chairman of the Science Department at School # 76.

2. I am a member of the Science Council of Baltimore City.

3. I have received a National Science Foundation Fellowship to study at The University of North Dakota during the coming summer.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

I answer this with a very definite "NO"! If I had to do it all over again I would choose the M.A.T. Program.

I do think though, that I would have broadened my background a little more at the undergraduate level (in science courses).

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

I think the establishing of a M.A.T. Program is a very good idea because:

1. It attracts better qualified persons (ability-wise) into teaching.
2. It enables a person to obtain a Master's degree without traveling the down-trodden path filled with what I think are a lot of unnecessary education courses.
3. It enables a person to concentrate more on the problems of teaching the subject matter in his major field of interest.

As to the future of the M.A.T. Program, I think it will be some time before it will become recognized (widely) part of teacher training. I feel that more colleges and universities should be made aware of its potentialities.

I think its effects on secondary education are being shown only where individuals who have finished this program are teaching. I don't think there are enough M.A.T. graduates in any one school system to create any visible change on secondary educational policies at this time.

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Wortman

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

The M.A.T. was of exceptional value for me. Needless to say, the actual internship gave the most demanding experience + perhaps the most recognizable preparation. In the first year, however, I have been able to comprehend + appreciate the courses in education taken during the summer. In my own situation I feel very well prepared, able to adapt, change, + expect the unusual. I feel a mastery of my own subject field + the desire + ability to try + to learn any new subject or topic. I know I have been rated as a "Better than Average" teacher in my own situation.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

The "esprit de corps" of the first 18 MAT's was of special interest. The friendships made, the living + working together, + the dependence on one another was exceptional. In addition, I felt the academic atmosphere of Hopkins the professors, the grad students, the library, the art played a great part in helping us love + appreciate the intellectual or academic life. Graduation in itself was an overwhelming expression of the academic life.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

Naturally I feel quite prejudiced & not an accurate judge of myself & my colleagues, but I think I am better able to transfer, transmit subject matter, that to me is important, than several of my colleagues. I find many other teachers spend much more time interviewing the students, making charts, graphs, socio-grams of behavior etc. This seems to me to be evident of the extreme METHODOLOGY learned by these people. I'm sure these people have a much better understanding of their students than I, but I wonder what the student has received.

4. List any special recognition, personal and professional, that you have received this year.

I spoke at a Career Conference at my high school. I considered this some recognition of my M.A.T.

The Redford Observer (newspaper) placed an article in the paper concerning my trip to Hopkins this spring for the evaluation conference.

I am the CONVENER (elected chairman) of Common Learnings (Core) dept. next fall.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Never! Never! Never!

Besides being a complete and absolutely unwavering patriot of the MAT, I think there is another reason for not taking education courses + student teaching at the undergraduate level. Even though I have always been a so-called student, I could feel myself saturated last year. Teaching a full day + taking courses at night or Saturday is almost impossible. It seems that the undergraduate-trained teacher would not have the opportunity or desire to learn all the courses in his field after teaching began.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

Of course the M.A.T. is feasible. I'm sure it can have a great part in the education of teachers in the future. It will take some time to have a total effect on secondary education, but I'm sure it has begun.

I think that even alone, I have had some chance to spread higher standards + greater learning, more teacher preparation, right here in my own school.

With the spread of the Conant report, the articles of Woodring + Dr. Walton's own belief in the JHU program, I'm sure the M.A.T. has great possibilities.

(OVER)

I feel a complete egotist in filling this form, The credit for this is an indoctrination of the Summer of 1957. "If ever your plans succeed, you are the "cream of the crop"!

P.S. I'm sorry this paper is late. I received it today, June 9.

Yannuzzi

1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

Because of the internship, infinitely better than any other type of program. No amount of talking or description even approximates the effect on the prospective teacher of his first days alone in a classroom. The internship, therefore, is the greatest preparation for teaching there is, since it is teaching. Don't let anybody talk you into adding some sort of practice teaching preparatory to the internship. You've got to start somewhere, and they'll soon be asking you to give them some sort of practice for their practice teaching.

The education-type courses, as far as I'm concerned, served no other purpose than to satisfy requirements.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

I'm trying hard to exclude "vocational preparation" from my mind. Outside of that there were the people – and they were, without exception, delightful. So was the outspoken emphasis on intelligence and mastery of and enthusiasm for subject matter, rather than on vocational training.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

No comment. Most don't know their subject; others are as dull as expired soda-water. (Some are both.) In other words — unprepared.

(I'm speaking of my own department only.)

4. List any special recognition, personal and professional, that you have received this year.

None, except backhanded.

Administrations of schools think of us (me) as rather brainy; interesting to and successful with our classes; outspoken and troublesome in our conversation; and with a tendency not to turn in required forms. The last appraisal does not contain a grain of truth. It is a legend and a myth stubbornly sustained in spite of its lack of factual basis.

Administrations of systems think of us as highly desirable teachers. Why?

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

Never! If I understand your phrase "preparation for teaching" properly.

But if you will understand it my way, I *did* do it at the undergraduate level.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

You have seen that it is feasible, since it has turned out successful teachers successfully.

If its future is great, it will revitalize secondary education, where brightness, accomplishment and enthusiasm are needed as badly as man needs woman.

Don't even express doubt as to its future. It is essential. Those majoring in education as undergraduates are interested in education, not teaching. Those interested in teaching are interested in their subject, and *will* major in it, I hope.

Very truly yours,

Wm. A. Yannuzzi

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1. How well did the Hopkins M.A.T. program prepare you for teaching? (Please consider the internship a part of the program)

Considering the one handicap that no interne ever stood before a class until he was in complete charge, I feel that the MAT program did a very good job. Another handicap was that the school system did not seem to understand how the MAT program was set up; perhaps this has been ironed out by now. The required courses about which there was so much criticism was not the fault of Hopkins, either; this is something which needs to be changed by the State Department of Education.

2. Above and beyond the vocational preparation that you received here, what features of the program were especially interesting to you personally?

The complete freedom of the student to chbose his academic courses.
The insight into a great University, and the contacts made there.
The diversity of backgrounds of the other MAT students.
The lecture series on Issues in Education.

3. Try to make some comparison of your own preparation for teaching with that of your colleagues this past year.

Most of the colleagues were graduates of the State Teacher's College, who did not understand a liberal-arts program, the MAT program, or the difference between an interneship and student teaching. They were rich in methods, but poor in scholarship, and had a tendency to sneer at any preparation other than that given in teacher's colleges. I feel that, in a way, they had a point. The step-by-step training in methods given by teacher's colleges is certainly valuable experience to a beginning teacher. There ought to some way of gaining a happy medium between this careful preparation and adequate academic knowledge.

4. List any special recognition, personal and professional, that you have received this year.

5. From what you know now, if you had your preparation for teaching to do over, would you prefer to do it at the undergraduate level?

No. I still prefer the scholarship demended at a first-rate liberal-arts school.

6. As you know, the M.A.T. program is a new pattern. Give a brief opinion of its feasibility, future, and its effect on secondary education.

The MAT program is a great idea, and I hope that it expands tremendously. Perhaps with time will come more understanding of the purpose and program, more cooperation with the school system, and some of the "bugs" ironed out.

Index to Appendices

Appendix A - Report of Pilot Study on Staff Utilization at Dumbarton Junior High School

Appendix B - Baltimore Sun article of August 27, 1959, re "team teaching" in local schools

Appendix C - The Johns Hopkins Magazine cover story of March, 1959, entitled "A Teaching Intern's First Day"

- The Wellesley Alumnae Magazine article of January, 1959, entitled "Problem: Solve the Teacher Shortage"

- Baltimore Sun feature article of July 6, 1959, entitled "City School Interns"

Appendix A

A REPORT OF THE
PILOT STUDY ON STAFF UTILIZATION
DUMBARTON JUNIOR HIGH SCHOOL

FEBRUARY - JUNE

1959

CONTENTS

I. IDENTIFICATION OF THE PROGRAMS

- A. Current Events - Grade Seven
  - 1. Physical Features
  - 2. Methodology
    - a. Management
    - b. Planning
    - c. Presentation
    - d. Audio-Visual Aids
    - e. Lesson Plans (Samples)
  - 3. Test Results
    - a. Effectiveness of Teaching
    - b. Control vs Experimental
  - 4. Evaluation
    - a. Procedure
    - b. Summary
- B. Creative Writing - Grade Eight
  - 1. Introduction
  - 2. Strengths
  - 3. Weaknesses
  - 4. Pupil Comment
  - 5. Parent Comment
  - 6. Summary

IDENTIFICATION OF THE PROGRAMS

Following the Staff Utilization Conference at The Johns Hopkins University in October of 1958, members of the Dumbarton faculty engaged in discussions with administrative and supervisory personnel of the Board of Education of Baltimore County in order to explore further the feasibility of a pilot project in this field. After investigating several possibilities it was decided that one of our initial efforts would be in the field of current events at the seventh grade level. It was further agreed that existing school organization and schedule arrangements would permit the division of the total seventh grade of over four hundred students into control and experimental groups. The experimental group totaling 229 students and representing one of the two sections taught by each seventh grade core teacher met once each week, February through June, in the school auditorium. They were instructed by a teacher who has unusual talent for communicating with large groups.

The second phase of the pilot project involved the scheduling of approximately seventy students in grade eight for instruction in creative writing for three periods each week. Because of the nature of the over-all school program already in progress in February, it was found that two sections ranking one and five out of the twelve homogeneously grouped classes provided the most practical arrangement at that time. Out of funds made available by the University, a paraprofessional reader was employed to lighten the burden of marking carried by the teacher. The fact that we were able to obtain a fully trained former teacher and supervisor for this function added considerably to the effectiveness of the program. The teacher and reader met regularly to discuss progress and plan the direction of future work. The reader also conferred at intervals with individual pupils.

Because of the relatively short duration of the project and the

DIAGRAM A

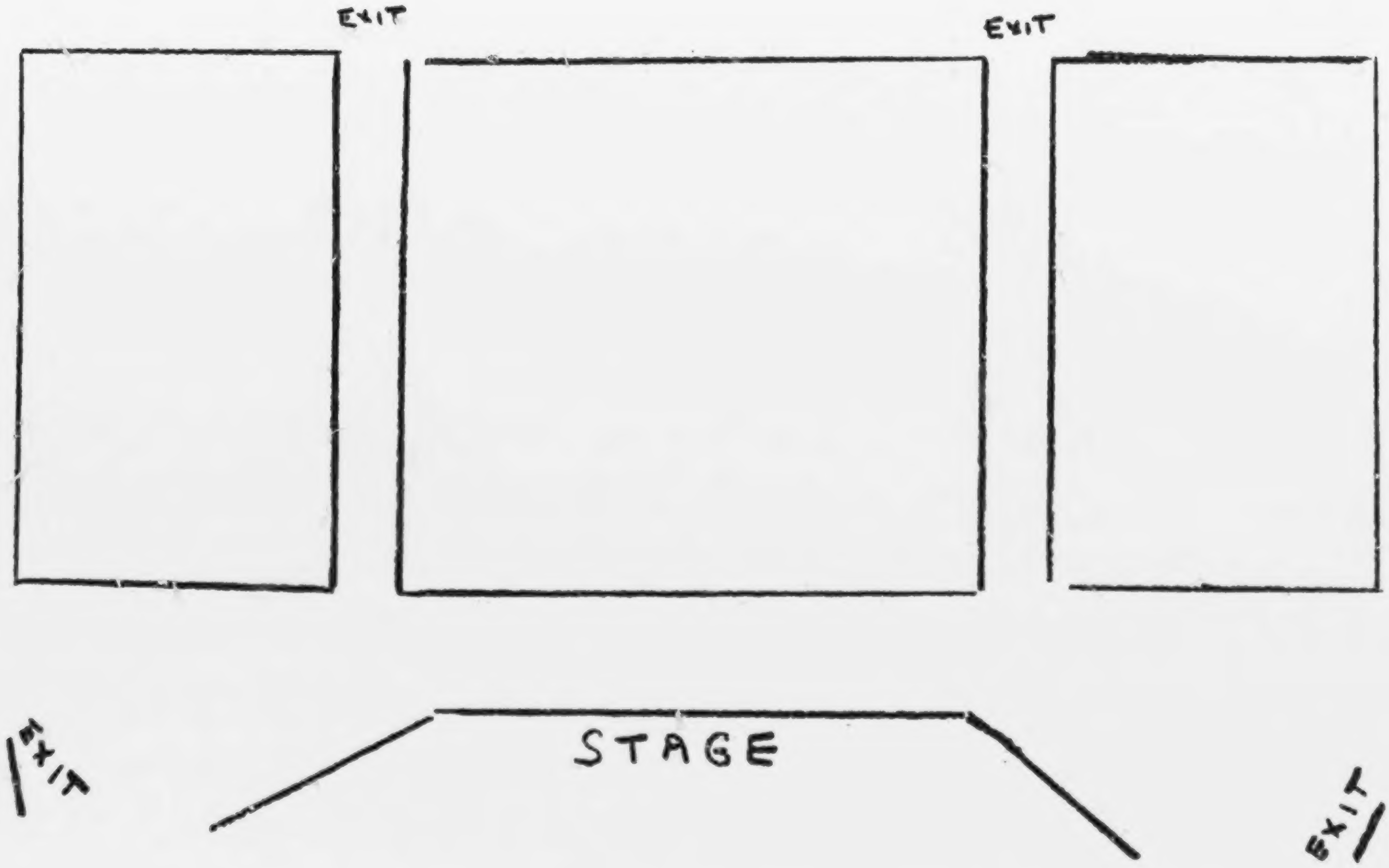
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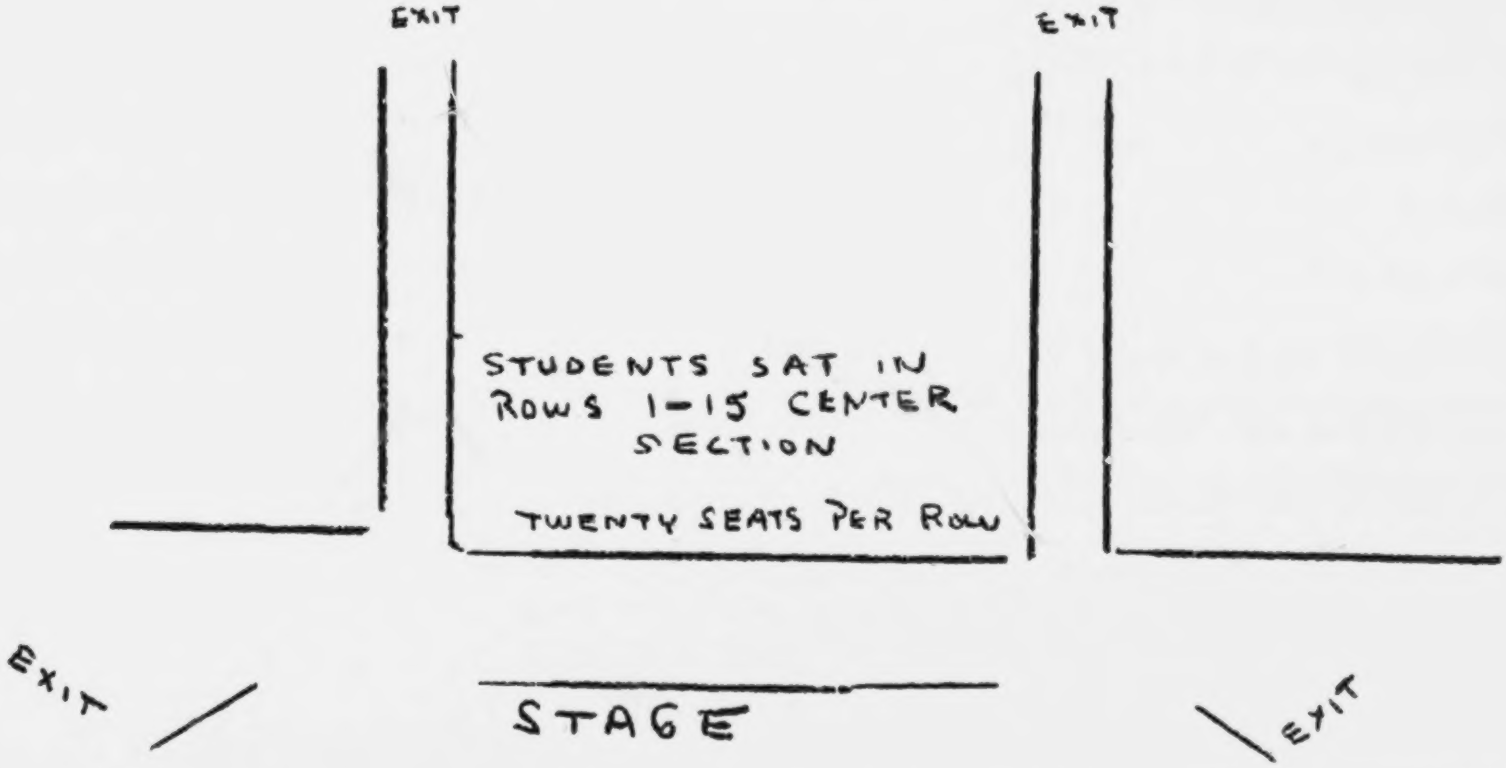
DIAGRAM B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STUDENTS SAT IN ROWS 1-15 CENTER SECTION

TWENTY SEATS PER ROW

dearth of standardized measures in these fields we are unable to present incontrovertible evidence regarding the success or failure of these experiments. We have attempted, however, to devise several instruments to measure the effectiveness of learning and have obtained some subjective data from pupils, parents and teachers.

PHYSICAL FEATURES

The current events class was conducted in the school auditorium with a seating capacity of 1,000 students. The seating arrangement of the auditorium is basic in design (see diagram A). The students participating in the current events class occupied the center section of the auditorium. Students sat in rows one through fifteen (see diagram B).

The lighting facilities were adequate in every respect. The use of the full complement of lights was coordinated with the desires and purposes of the instructor.

A comfortable temperature was easily maintained throughout the entire operation of the program. The application of additional heat and the use of the modified cooling system, when necessary, were considered prior to the entrance of the participating students.

The instructor maintained his teaching position at student level. The stage was not used by the instructor during the class period except when a large group participated in the actual delivery of material pertinent to the lesson. The presentation of information was audible without the use of the public address system. The position taken by the instructor enabled direct eye contact and teacher-pupil relationship to be maintained.

METHODOLOGY

Large group instruction necessitated modification of "normal" classroom techniques and procedures. Realizing that the experimental group was a passive audience, certain accepted methods of instruction were not applicable to the teaching situation. Each lesson was designed to be stimulating as well as informative to ensure maximum interest and assimilation.

MANAGEMENT

An attempt to create an atmosphere comparable to the classroom situation was considered when establishing operative procedures. The students reported directly to the auditorium at the designated time. Standard classroom procedures: entrance, exit, seating, passing of papers, etc., were maintained and functioned satisfactorily throughout the entire experiment. Each student was responsible for his own behavior, and situations requiring additional supervision did not develop.

PLANNING

The teacher of the current events class was provided with three (3) periods per week for the purpose of planning each lesson to be taught. The initial organization and mastery of material selected for presentation could be accomplished during the released time provided, however, complete preparation required an average of eight (8) hours per lesson because of the variety of materials deemed necessary for large group instruction. Each lesson was designed to contain variety without loss of continuity. The development of concepts through concrete analogy was utilized to achieve maximum stimulation of interest. The nature of large group instruction required constant consideration of variety in the methods of presentation.

PRESENTATION

Various methods of instruction were employed to determine adaptability for large group presentation. Each lesson was constructed with primary consideration given to the fact that the recipient was a passive audience. Every method was designed to ensure that a high degree of interest be maintained throughout the entire lesson. Extensive use of various devices such as: personification, demonstration, dramatization, realism, etc., enabled "normal" classroom techniques to be used successfully.

Active student participation presented various problems. The in-ability of seventh graders to project their voices adequately was evident. The class had considerable difficulty hearing the contributions made by the students. The situation promoted a reluctance to participate on the part of some students and increased restlessness.

AUDIO-VISUAL AIDS

Every type of teaching aid available was used with a satisfactory degree of success. The phonograph, tape-recorder, filmstrip projector, motion-picture projector, slide projector, opaque projector, flannel board and over-head projector were found applicable to the teaching situation. The most useful teaching item was the over-head projector. The use of this projector has unlimited possibilities. The students reacted to it with a surprising degree of lasting fascination. The audio-visual materials proved to be an essential part of each presentation.

February 10, 1959

LESSON PLAN

CURRENT EVENTS

I. LESSON OBJECTIVES

A. To establish intent of program

B. To establish need for study of world affairs

C. To set the stage -- one globe -- three worlds (communist, free and neutral)

II. INITIATION

Establish why several classes are meeting at the same time for the study of current events, include:

facilities

audio-visual aids

films

types of lessons (speakers, panels, etc.)

Develop responsibilities of students participating (note taking, tests, etc.)

III. PROCEDURE

Establish literal meaning of current events -- Latin derivation

Present problem for the need of studying current events:

Begin with Columbus discovering American, 1492---

known world expanded to great proportions---

more discoverers---the world grew---grew---

beyond realization of size.

Develop analogy by using a balloon -- inflate gradually until balloon bursts.

Develop concept of available means of communication -- lack of media, few people could read -- few people could afford modern conveniences.

Establish development of means of communication and transportation -- new concept -- shrinking world. Inflate balloon -- release pressure -- establish analogy.

Emphasize need for understanding nations.

Set stage for world study:

One globe -- three worlds

Using appropriate explanatory material on the over-head projector, develop each area:

Communist
Free
Neutral

Locate each, identify and compare size, resources, etc., develop approach used by each in world affairs.

Establish interaction by using three balloons -- each representing a world -- bring balloons together -- neutral being pushed aside -- communist and free burst -- result: conflict.

IV. SUMMARY

Establish the need for being informed of the problems and desires of the nations of world.

V. ASSIGNMENT

Bring to class a newspaper -- 2/17/59

February 17, 1959

LESSON PLAN

CURRENT EVENTS

I. LESSON OBJECTIVES

A. To acquaint the students with the various sections of a newspaper (include location and contents of each section).

B. To review the major events of 1958.

II. RECALL

Using the over-head projector, establish the major points of the lesson (2/10/59), include:

A. Definition of current events

B. Need for study

C. One globe -- three worlds

D. Possible action taken by each

III. PROCEDURE

Define news

Develop cooperatively and list sources of news available.

Establish basic "anatomy" of newspapers.

Have students personify newspapers. Various students dressed as sections of a newspaper present their vital statistics (location, contents, etc.)

Introduce news record -- present recap of 1958. Distribute appropriate discussion questions.

Using over-head projector, outline major areas as covered as news record.

Through cooperative discussion, develop primary events as suggested by news record.

IV. SUMMARY

Establish happenings of 1958 -- fit into pattern of one globe -- three worlds.

V. ASSIGNMENT

Select one discussion question suggested and write a well-organized paragraph explaining the significance of the event.

RESULTS OF TEST TO DETERMINE EFFECTIVENESS OF TEACHING

TOTAL NUMBER OF CASES MEASURED	210
ARITHMETIC MEAN	27.01
MEDIAN	28

NO. OF TEST ITEMS	% CORRECT	FREQUENCY
33	100	6
32	97	22
31	94	16
30	91	25
29	88	25
28	85	27
27	82	15
26	79	10
25	76	9
24	73	13
23	70	9
22	67	6
21	64	8
20	61	7
19	58	4
18	55	1
17	52	2
16	49	0
15	46	4
14	43	0
13	40	0
12	37	0
11	34	0
10	31	0
9	28	0
8	25	0
7	22	1
6	19	0
5	16	0
4	13	0
3	10	0
2	7	0
1	4	0

TOTAL NUMBER OF CASES MEASURED		210
TOTAL CASES SCORING ABOVE 90% CORRECT	69	33%
TOTAL CASES SCORING ABOVE 80% CORRECT	136	65%
TOTAL CASES SCORING ABOVE 70% CORRECT	178	85%
TOTAL CASES SCORING ABOVE 60% CORRECT	199	95%

EVALUATION -- PROCEDURE

In order to make generalizations applicable to the total seventh grade population of 412 students, an attempt was made to select an experimental and a control group, matching them on the California I.Q., Iowa Reading Vocabulary and Iowa Reading Comprehension scores, and grades in reading-literature and social studies. All standardized test data was matched within standard errors of measurement as provided by the best publishers. School grades were not allowed to vary more than one level.

The original intention was to divide these 100 selected students into experimental and control populations using an I.Q. distribution within each group corresponding to the distribution of the general seventh grade population. The difficulty of matching students below an I.Q. of 85 made it necessary to exclude approximately six percent of the Dumbarton total seventh grade population from the generalizations. Ninety-four students were matched, forty-seven students in each group.

EVALUATION -- SUMMARY

The following generalizations are based on two informal current events examinations. The first test was administered in February, at the beginning of the program; the final test was administered in June, at the conclusion of the program. Each test had 60 scoreable items, which were somewhat similar in nature; however, no claim is being made for compatibility in terms of rigorous scientific standards.

The experimental group, with the I.Q. range of 85 to 99, earned an average of 1.4 points (2%) more than the control group on the first current events examination and an average of 5 points (8%) more than the control group on the final current events examination.

The experimental group, with the I.Q. range of 100 to 114, earned an average of 0.4 points (1%) more than the control group on the first current events examination and an average of 8.4 points (14%) more than the control group on the final current events examination.

The experimental group, with the I.Q. range of 115 to 129, earned an average of 5.3 (9%) more than the control group on the first current events examination and an average of 3.7 points (6%) more than the control group on the final current events examination.

The experimental group, with the I.Q. range of 130 plus, earned an average of 10 points (17%) more than the control group on the first current events examination. There was no difference between the experimental and control groups on the final current events examination above an I.Q. of 130.

The experimental group, with the I.Q. range above 85, earned an average of 3.52 points (5%) more than the control group on the first current events examination and an average of 4.27 points (7%) more than the control group on the final current events examination.

The experimental group within the I.Q. range of 85 to 99 earned an average of 10.2 points (17%) more on the final test than on the first test. The control group with the I.Q. range of 85 to 99 earned an average of 3.9 points (6%) more on the final test than on the first test.

The experimental group within the I.Q. range of 100 to 114 earned an average of 10.4 points (17%) more on the final test than on the first test. The control group, with the I.Q. range of 100 to 114 earned an average of 2.4 points (4%) more on the final test than on the first test.

The experimental group within the I.Q. range of 115 to 129 earned an average of 5.5 points (9%) more on the final test than on the first test. The control group with the I.Q. range of 115 to 129 earned an average of 7.1 points (12%) more on the final test than on the first test.

The experimental group within the I.Q. range of 130 plus earned the same score on both the final and the first test. The control group with the I.Q. range of 130 plus earned an average of 10 points (17%) more on the final test than on the first test.

The experimental group within the I.Q. range above 85 earned an average of 6.52 points (11%) more on the final test than on the first test. The control group with the I.Q. range of above 85 earned an average of 5.83 points (9%) more on the final test than on the first test.

In view of the consistency of the findings, it would appear that, in this situation, students were able to benefit at least as well from the large group approach as from the regular classroom experience, thus releasing six teachers for other activities. These teachers, whose assigned schedule comprised 33 of the 35 weekly periods, were enthusiastic over the provision of an additional unassigned period each week. They reported that two of the eighteen periods were used for supplementary departmental meetings. Other free periods were used for work on cumulative records and report cards, paper marking, lesson planning and preparation for classes, conferences with administrative and supervisory personnel as well as with the General Department Chairman, for library work and, at times, for a free period of relaxation.

DUMBARTON JUNIOR HIGH SCHOOL STAFF UTILIZATION STUDY 1958 - 1959

A COMPARISON OF CURRENT EVENTS EXAMINATION RAW SCORES

	Pretest-Average Score			Final-Average Score			Final Test Minus Pretest	
I.Q.	Experiment	Control	Difference	Experiment	Control	Difference	Experiment	Control
Above 85	38.15	34.57	3.52	44.67	40.4	4.27	+6.52	+5.83
130+	49.7	39.7	10	49.7	49.7	—	0	+10
115-129	42.2	36.9	5.3	47.7	44	3.7	+5.5	+7.1
100-114	32.9	32.5	0.4	43.3	34.9	8.4	+10.4	+2.4
85-99	27.8	29.2	1.4	38	33	5	+10.2	+3.9

NOTE: Experimental Group - N = 47
Control Group - N = 47

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CREATIVE WRITING

GRADE EIGHT

INTRODUCTION

Any evaluation of the program in eighth grade composition as described earlier must of necessity be rather general for several reasons. The restrictions of time enforced by a single semester schedule made it difficult to measure beginning and terminal skills accurately or specifically. A further restriction was the newness of the program which necessitated original planning and programming. With this in mind the following represents an evaluation as determined by the teaching personnel, the pupils, and, to a rather limited degree, the parents.

STRENGTHS

The strengths of the composition program can best be stated as follows:

(1) The writing skills are taught in a specifically allotted time period rather than distributed through core instruction.

(2) Teachers with extraordinary interest and skill in writing are able to work with larger numbers of students.

(3) Such skilled teachers, freed from the routine task of evaluating and grading composition papers, are able to plan lessons more carefully and are free to stage lessons with greater detail and variety of materials and methods. It follows that the pupil is thus exposed to instruction and assignments covering a wider and more varied range of writing skills than is generally possible.

(4) Individual pupil conferences, made possible by additional personnel, enable the student to know personal weaknesses and thereby to seek improvement in specific areas.

(5) Special English centered courses such as the one under consideration make possible the utilization of Language Arts trained personnel in a most effective manner.

WEAKNESSES

The following weaknesses were noticeable in the composition class as operated during this semester:

(1) Physical properties of the teaching station were such that the teacher was handicapped in attempts to circulate freely during class periods. The lack of availability of the classroom to the teacher for pre-lesson preparation resulted in loss of instructional time since this had to be accomplished during the scheduled class.

(2) The wide range of pupil ability resulting from combination of first and fifth ranked eighth grade sections placed restrictions on the level of instruction. The higher group was probably not challenged as much as was desirable and, at the same time, the lower group on occasion was instructed beyond their capacity and experiential level.

(3) The larger number of pupils involved complicated the mechanics of instruction. Simple organizational procedures such as distribution of material and consideration of individual problems became a force requiring a substantial block of class time.

(4) As a result of the allotment of definite time for writing instruction, the nature of core classwork was altered. Because of the required writing in the composition class, the core teachers felt restricted in the number of written assignments to be required in connection with social studies instruction.

Further, the core periods were more specifically centered around either social studies or literature instruction since the teacher felt the language skills were being covered in composition class.

PUPIL COMMENT

An unscientific, but revealing, evaluation of the project was obtained from the comments of pupils who participated in the program. Among their interesting reactions gained during personal conferences were the following comments:

(1) "I can recognize my own mistakes now. I've gotten in the habit of organizing my ideas and this helps in all my classes."

(2) "I resented the extra work until I was assigned a term paper, and then I realized I had learned things that were useful in other subjects."

(3) "I felt pretty proud of myself when I was able to help an eleventh grader with footnotes."

(4) "I think it's the most helpful course I've ever had. The part on organizing material was the most useful. I think all eighth graders should have such a class."

(5) "The most interesting part of the course was learning how the different kinds of words could be used to express not only ideas but feelings and moods."

(6) "The class I remember best was the one where we learned new words. I liked that best. It was fun trying to use them."

PARENT COMMENT

The comments of parents are also worthy of consideration in evaluating a program such as this. Although there was no formal attempt to gather comment from parents, the following remarks were made during informal conversations:

(1) "The only way to learn writing skills, in my opinion, is to actually write. This class certainly gave ______________ a chance to do a great deal of writing and I think that is good."

(2) "There is a great need in industry and research for people who can write. The need to get technical material in print is most important at this time and a course like this might help develop such writers."

(3) "I have certainly noticed the difference between __________'s and _________'s writing. The work in the writing class has helped _________. Her work is much better done than her sister's."

(4) "I have always felt the children were not being required to do enough original writing. A course like this should certainly help them in their future school work."

SUMMARY

As the foregoing indicates, the composition class, as conducted in this particular school situation, has certain advantages over regular classroom writing instruction. Utilization of capable personnel trained in this specialized skill seems most desirable. Weaknesses, though evident, might be easily overcome were the program continued with certain alterations.

II. RECOMMENDATIONS

In the light of the findings previously reported it is recommended that:

1. the current events project be continued for the entire 1959-60 school year involving the incoming seventh grade class
2. control and experimental groups of as large a size as practicable be selected and matched from this class
3. the County Testing Department be approached regarding the prep-

aration or purchase of the best possible measurement devices

4. the teaching schedules be constructed in such a way as to enable Mr. Mitzel to continue working with such a group
5. a creative writing class of a similar organization be arranged for the entire 1959-60 school year
6. the sections selected for this project be adjacent in the homogeneous grouping
7. a portion of the second semester be devoted to literature activities for this class
8. effort be made to secure standardized tests or rating devices of writing skills
9. the schedule be arranged so that both the teacher and the room to be used for the project be free for the periods prior to each class in order to conserve time and enable the instructor to prepare for the lesson
10. financial assistance for both programs be requested in accordance with the following budget

CURRENT EVENTS		
1.	Vu-Graph materials	$50.00
2.	Vu-Graph accessories	100.00
3.	subscription to current events monthly recording	25.00
4.	film rentals	25.00
		$200.00
CREATIVE WRITING		
5.	salary for reader -- 36 weeks @ $35.00	1260.00
	TOTAL	$1460.00

Appendix B

THE SUN, BALTIMORE, THURSDAY MORNING, AUGUST 27, 1959

TEACHERS TO TEAM UP

Six To Work As Unit In Preparing Lessons

By STEPHEN E. NORDLINGER

Teachers will be working in teams this year, instead of individually, at five of the city's elementary schools.

The Department of Education announced yesterday a pilot program that will organize a team of six teachers at each of the schools in an attempt to expose the pupils to the resources of more than one teacher during a school year.

Teacher Shortage Cited

Miss Mary A. Adams, assistant superintendent for elementary education, said the need for this program was "heightened" this year because of the shortage of fully qualified teachers.

Veteran teachers will work in teams with those new to the profession in planning and conducting the program, she said. Each team will be headed by a senior teacher who will serve as coordinator.

Class Size To Vary

At the same time, Miss Adams said, the plan will vary class size in the two grades by combining groups for some lessons. Science demonstrations and music lessons, for instance, might be offered to two or more classes, while reading work would be given to small groups.

By having six teachers for five classes, Miss Adams said, time will be made available for a teacher to plan his program. The larger groups of pupils will also free teachers occasionally from actual class work, she added, so that two or more of them would be able to discuss their class lessons together.

At present, she explained, teachers are given no opportunity to work together except before or after school when the time is limited.

900 Students Involved

Miss Adams estimated that 180 pupils at each of the five schools or a total of 900 would be involved the first year. The rest of the pupils in the schools will take part in the regular classes.

If the plan were successful, Miss Adams said, it would be expanded to other schools in subsequent years.

The following elementary schools will take part in the program, starting next month:

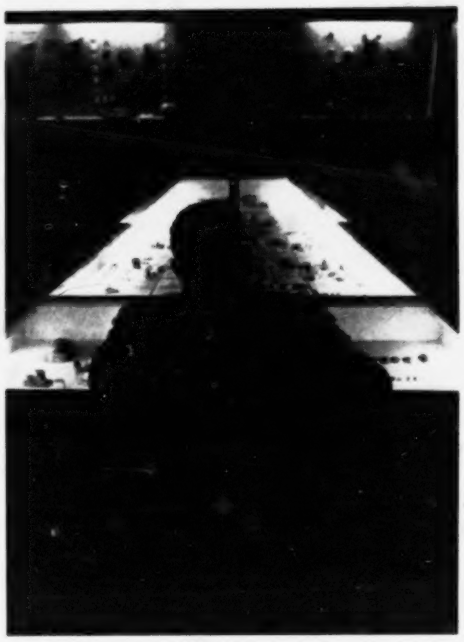
Glenmount School, Glenmore avenue and Walther boulevard (fourth and fifth grades); Greenmount School, Greenmount avenue and Eager street (third and fourth grades); Abraham Lincoln School, Mulberry and Payson streets (third and fourth grades); Margaret Brent School, Twenty-sixth and St. Paul streets (fourth and fifth grades) and James Monroe School, Hollins street and Fulton avenue (first and second grades).

Appendix C

MARCH 1959 · 35c

The Johns Hopkins Magazine

● A TEACHING INTERN'S FIRST DAY



NEXT MONTH

With more students than ever planning to go to college—and with competition for highly trained men and women becoming more and more intense—what is likely to happen to the quality of college teaching in the decade ahead? Can America's institutions of higher education hope to keep pace with the growing demand? Will there be enough *good* teachers—or are we entering an era in which teaching standards will have to be compromised? Next month The Johns Hopkins Magazine joins nearly 250 other college and university magazines in presenting a special report on the state of college teaching in America today—and the outlook for the years immediately ahead. Be sure to read it—in the April issue of

THE JOHNS HOPKINS MAGAZINE

The Johns Hopkins Magazine

VOLUME X MARCH, 1959 NUMBER 6

NEEDED: MORE AND *BETTER* SCHOOL TEACHERS.......... 2
Interest is growing in a program emphasizing teacher quality.

TEACHER CANDIDATE.. 5
A student working for his M.A.T. shows how the program works.

THE UNIVERSITY OF LEIDEN................................ 10
Its colorful history is a bright part of our academic heritage.

A JOHNS HOPKINS GAZETTE: NEWS AND NOTES............ 5
THE JOHNS HOPKINS ANNUAL ROLL CALL REPORT......... 18
EVENTS OF THE MONTH AT JOHNS HOPKINS.........Cover III

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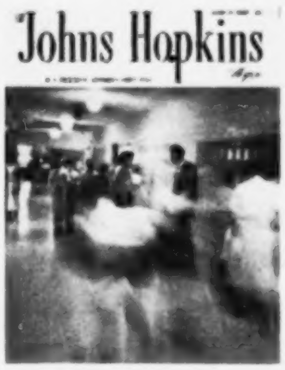
The Cover: If the first day of school is a bewildering one for students, what must it be for an adult who is about to plunge for the first time into the business of teaching? He tries not to show it, but the neophyte teacher, fresh from the comparatively sedate life of a college campus, can't help experiencing a spot of nervousness as he stands in the midst of the swirling, quarter-of-nine student rush. The man in the dark suit on this month's cover, Bruce Woodson, is in just such a position. Why and how did he get there? See the story on page 5.

PHOTOGRAPH BY ALAN J. BEARDEN



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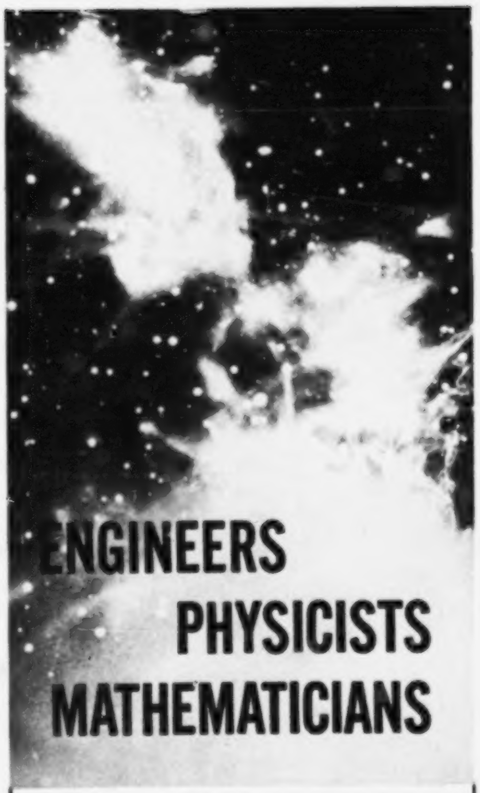

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Any improvement in the quality of secondary-school teaching must begin with the teacher. The Master of Arts in Teaching program is one of several plans designed to attract bright liberal-arts students into the secondary-school field. Stephanie Miller (*right*), a graduate of the University of Wisconsin, is one of forty-six M.A.T. candidates now at Johns Hopkins.

Needed: More and *Better* School Teachers

In an age of numbers, interest is growing in a teacher training program which re-focuses attention on quality

IN LATE April, 1957, the Fund for the Advancement of Education awarded $275,000 to Johns Hopkins to establish an experimental program for the training of secondary-school teachers. Moving with a speed not always characteristic of the academic world, the department of education refined and initiated a program, and, within seven weeks, had enrolled seventeen liberal-arts graduate students, had arranged a sufficient number of teaching internships with secondary schools in the area, and had obtained University approval of a new degree—the Master of Arts in Teaching.

The new degree was awarded last June to the seventeen students who pioneered the Hopkins M.A.T. program. Graduates of colleges and universities throughout the country, the students represent a growing effort to improve the quality and status of secondary-school teaching by attracting into the field superior liberal-arts students who have not been trained as teachers at the undergraduate level. President Whitney Griswold of Yale (where the M.A.T. program is in its eighth year) has called the plan "a massive transfusion of liberal arts into the preparation of teachers."

The M.A.T. program and other similar programs are the response of colleges, universities, and philanthropic foundations to the widespread criticism and growing belief that the quality of secondary-school teaching is often far below what it ought to be. The criticism has come from academicians and others who think that too much emphasis is put upon *how* to teach and not enough on *what* to teach. The targets have been the professional educators and the teachers colleges.

Although much of the criticism seems to be well-founded, some of it is not. It is generally true that students in teachers colleges have concentrated more on professional educational requirements than they have on the liberal arts. As a result, especially at the secondary-school level, they are frequently ill-prepared

ALAN J. BEARDEN

in the subjects they must teach. Furthermore, because of their unbalanced undergraduate education, these students often have difficulty in being accepted into graduate schools—except in education, which is what they need the least of. The blame, however, cannot be placed entirely upon the teachers colleges. They supply only about 20 per cent of all new teachers entering the elementary and secondary schools. Private liberal-arts colleges and universities train some 32 per cent, and public liberal-arts colleges and universities provide about 48 per cent. It would seem, therefore, that if the preparation of teachers for secondary schools is inadequate or unbalanced, the blame must be shared by private and public liberal-arts colleges and universities.

The M.A.T. program at Johns Hopkins (and variations of it at other institutions) is designed to meet such criticism by preparing superior liberal-arts graduates for secondary-school teaching by giving them a fifth year which combines professional education courses with graduate work in a particular academic discipline. Candidates for the M.A.T. degree are selected on the basis of outstanding undergraduate performance. They may have majored in any subject at the undergraduate level, but should not have taken many education courses. (Of the seventeen M.A.T. graduates at Hopkins last year, six were English majors, five were social science majors, four were science majors, and two were foreign language majors.)

THE PROGRAM begins with the summer term, when the students devote themselves almost exclusively to professional education courses such as "Observation in the Secondary School," "Educational Psychology," and "Principles and Methods of Teaching in the Secondary School." With the opening of schools in September, half of the M.A.T. students begin graduate work in their respective subjects. The other half are employed as full-time, full-pay (about $2,000 a term), full-responsibility intern teachers in nearby secondary schools. In mid-year, the two groups exchange places: those doing graduate study begin teaching, and the teaching group retires to the stacks. In one calendar year, an M.A.T. student thus completes the professional education courses ordinarily required for teacher certification, finishes one semester of graduate study, completes one semester of supervised secondary-school teaching, and earns a Master of Arts in Teaching degree.

By combining undergraduate and graduate education for teachers into a single five-year unit which blends professional and liberal-arts education with practice teaching, the M.A.T. program provides a bridge between the Master of Arts degree and the Master of Education degree. This plan has special appeal for students who would like to teach but prefer to spend their undergraduate years concentrating on liberal arts rather than professional education courses.

The M.A.T. degree was initiated by President James B. Conant at Harvard in 1936–37. But low salaries and an adequate number of teachers doomed the program to temporary obscurity. After the war, however, the situation changed, and the M.A.T. program began to attract attention. Today, several institutions (*e.g.*, Yale, Brown, Duke, Goucher, Vanderbilt, and Wesleyan in Connecticut) have some variation of the fifth-year teacher training program for liberal arts graduates.

In its second year at Johns Hopkins, enrollment in the M.A.T. program has grown to forty-six students, selected from 204 applicants. According to John Walton, professor of education and director of the program, this is about the maximum number of students that Johns Hopkins can accept. Harvard and Yale, with their older programs, have been forced to turn away a great many qualified students each year. In the face of a teacher shortage that within a decade will be measured in the hundreds of thousands, M.A.T. programs are not contributing appreciably to the *number* of available teachers. No less important, though, is that in these times when numbers characterize every "crisis," M.A.T. programs turn the spotlight on quality. As Dr. Walton puts it, "Just placing a teacher in every classroom does not solve the problem. We've got to concentrate on getting superior teachers. These M.A.T. students are topnotch people who come to our program with a solid background in the subjects they will teach."

This is not to say the M.A.T. programs are unconcerned with the shortage problem. The M.A.T. graduate would probably never have become a teacher had he not been provided with and attracted to such a program. Dr. Walton also points out that, though small in number, such students will have "an uplifting effect on the entire field of secondary education."

Bearing this out is the testimony of other universities that increasing numbers of their undergraduates are expressing interest in the M.A.T. degree. It is not inconceivable that the success of the M.A.T. programs will, in time, contribute measurably to alleviating the teacher shortage.

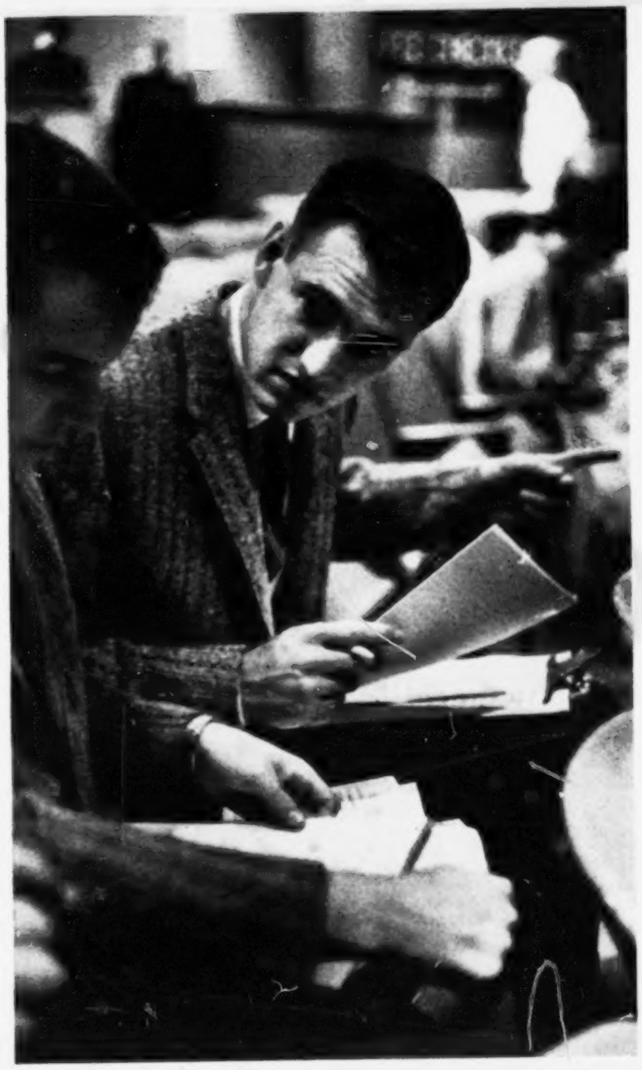
While it is still too early in most cases to evaluate the success and effects of the M.A.T. program, there is some evidence that it is accomplishing its purpose of improving quality. Public and private school administrators who supervise the internships have been delighted with the M.A.T. students, and they have eagerly requested more of the same. To do their part, more and more secondary-school administrators are coöperating by accepting M.A.T. students as interns and paying them salaries equal to those they pay other non-certified teachers.

The students themselves ("M.A.T. alumni" have shown a strong *esprit de corps*) are critical judges of the plan. In the Yale *M.A.T. Newsletter*, at reunions and conventions, in letters to their graduate-school professors, they have pinpointed shortcomings and praised advantages. One of the first seventeen M.A.T. students at Hopkins summarized his experience this way:

"As we became initiated into the satisfactions and disappointments of full-responsibility teaching, we learned to maneuver the intricacies of endless reports filled out in duplicate and triplicate, to make out grades and talk to parents, to adapt lesson plans, to provide for the unexpected, to evaluate, to test, and then to test again. We knew the sweet satisfaction of watching our students' progress and the bitter discouragement when we just couldn't seem to get through. We could compare the reactions of different classes to the same material, watching a lesson that went perfectly with one group go completely to pieces with what we thought would be an identical group. We benefited from the assistance of our advisers, our supervisors, and our more experienced colleagues. We failed; we succeeded. We tried traditional methods of teaching and experimented with new ones, and when the monthly checks came in, we knew we had earned them."

More statistical evaluations have been made. In 1956, for example, fifty M.A.T. graduates at Yale took the National Teacher Examinations given to some eight thousand new teachers. Forty-seven of the fifty ranked in the upper quarter of the group, and the remaining three were well above the fiftieth percentile.

With only one year remaining under the original grant, the future of the M.A.T. program at Hopkins is undecided. Dr. Walton is optimistic. "We were fortunate to receive the grant to try this," he explains, "and I think it has proved successful. There's little doubt in my mind that we'll have more than enough applicants for the program. And there's no doubt that we need these people and this program if we're to make any progress in the field of secondary education."



At registration in July, Bruce Woodson became one of the second group of students to enter the Hopkins M.A.T. program, which is in its second year.

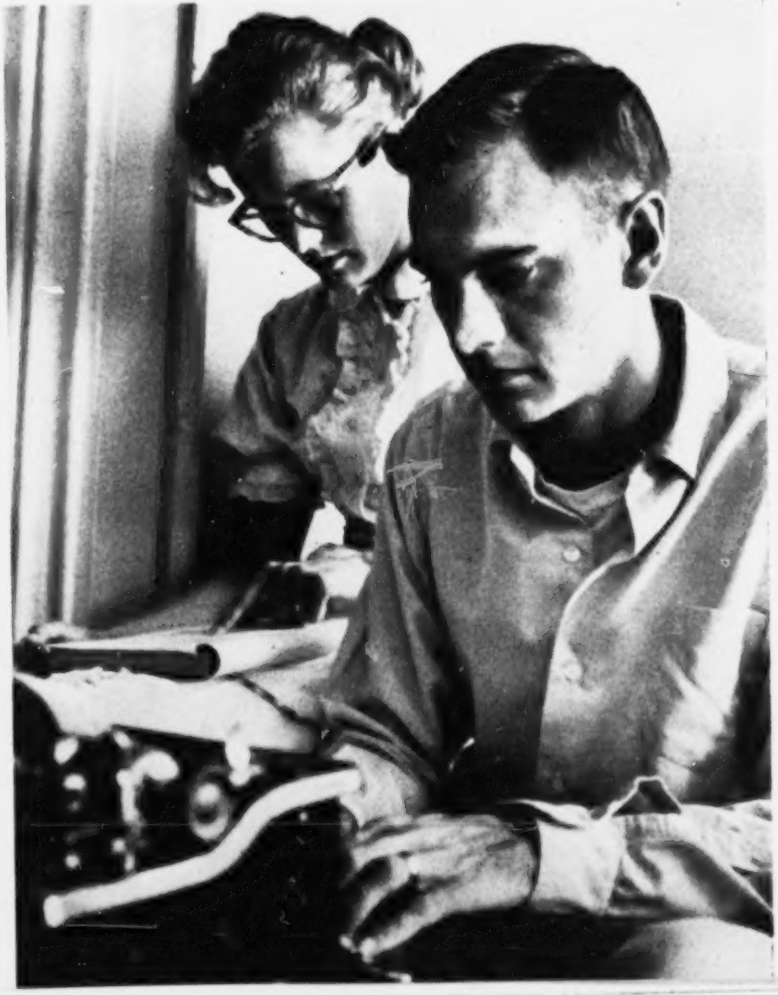
Teacher Candidate

Photographs by Alan J. Bearden

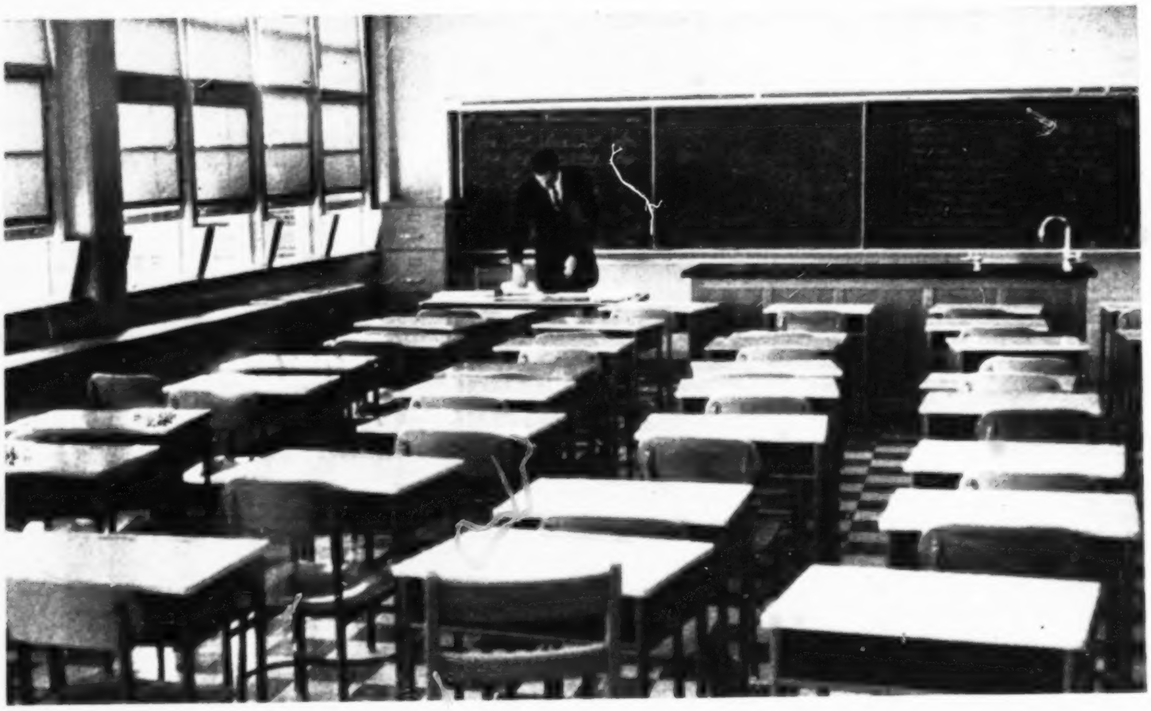
As a freshman at Coe College, Iowa, Bruce Woodson planned to become a doctor. When he later decided to teach secondary-school science, he was handicapped by a lack of education courses. To overcome this lack, he (along with forty-five other college graduates) registered last July in the "Master of Arts in Teaching" program at Johns Hopkins.

In one calendar year, Bruce Woodson will complete the education courses he needs, take one term of graduate work in science, and conduct one semester of classroom teaching. He concentrated in education courses all summer (*below*). In the fall he began a teaching internship in a nearby high school, which he completed in January (*next page*). Now, in the final stage of the program, he is doing graduate work in biology, chemistry, and mathematics.

M.A.T. students spend the summer completing the education courses most states require of people who become secondary-school teachers.



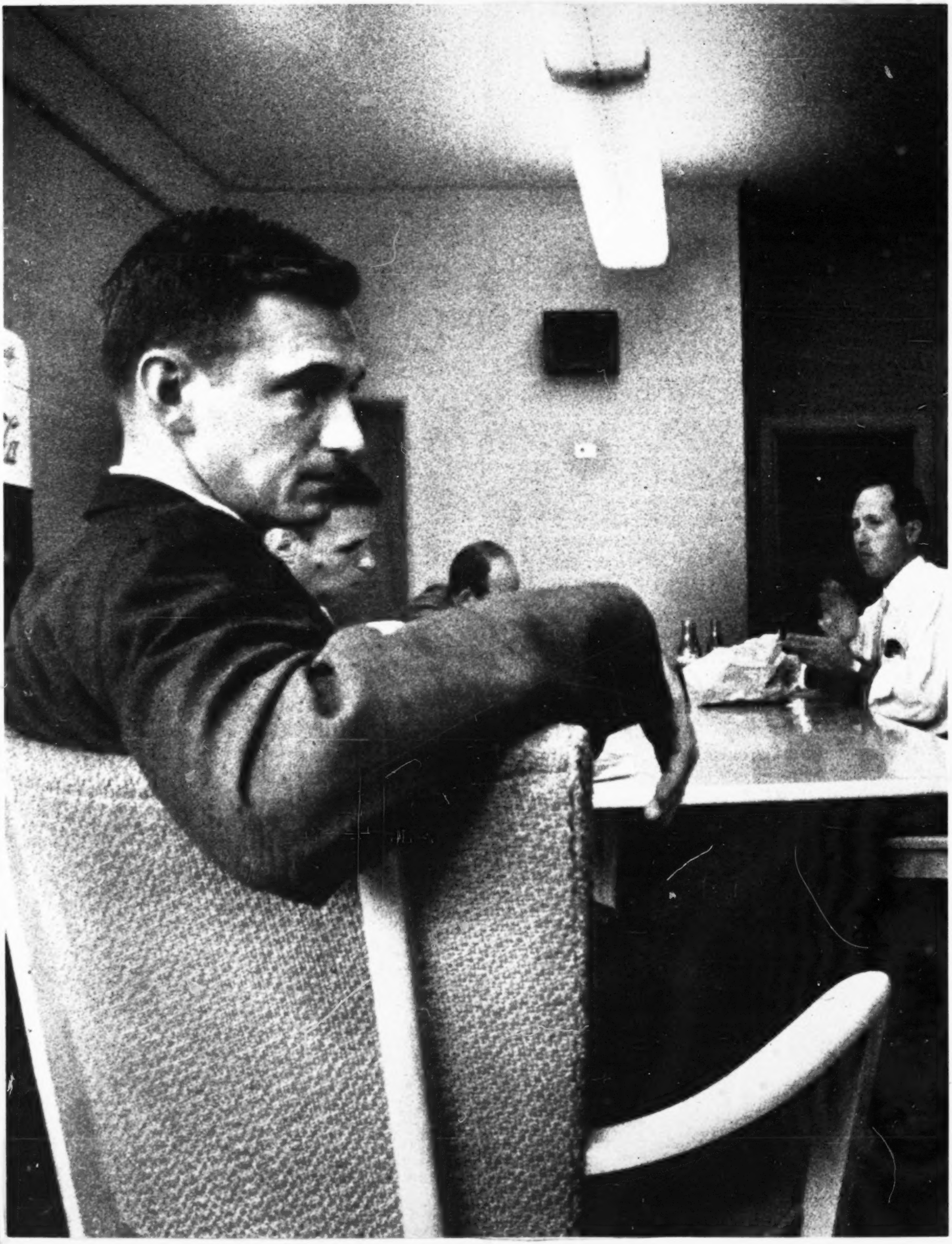
The education courses normally taken over four years, graduate study, and a semester of full-time teaching, make for a crowded year.

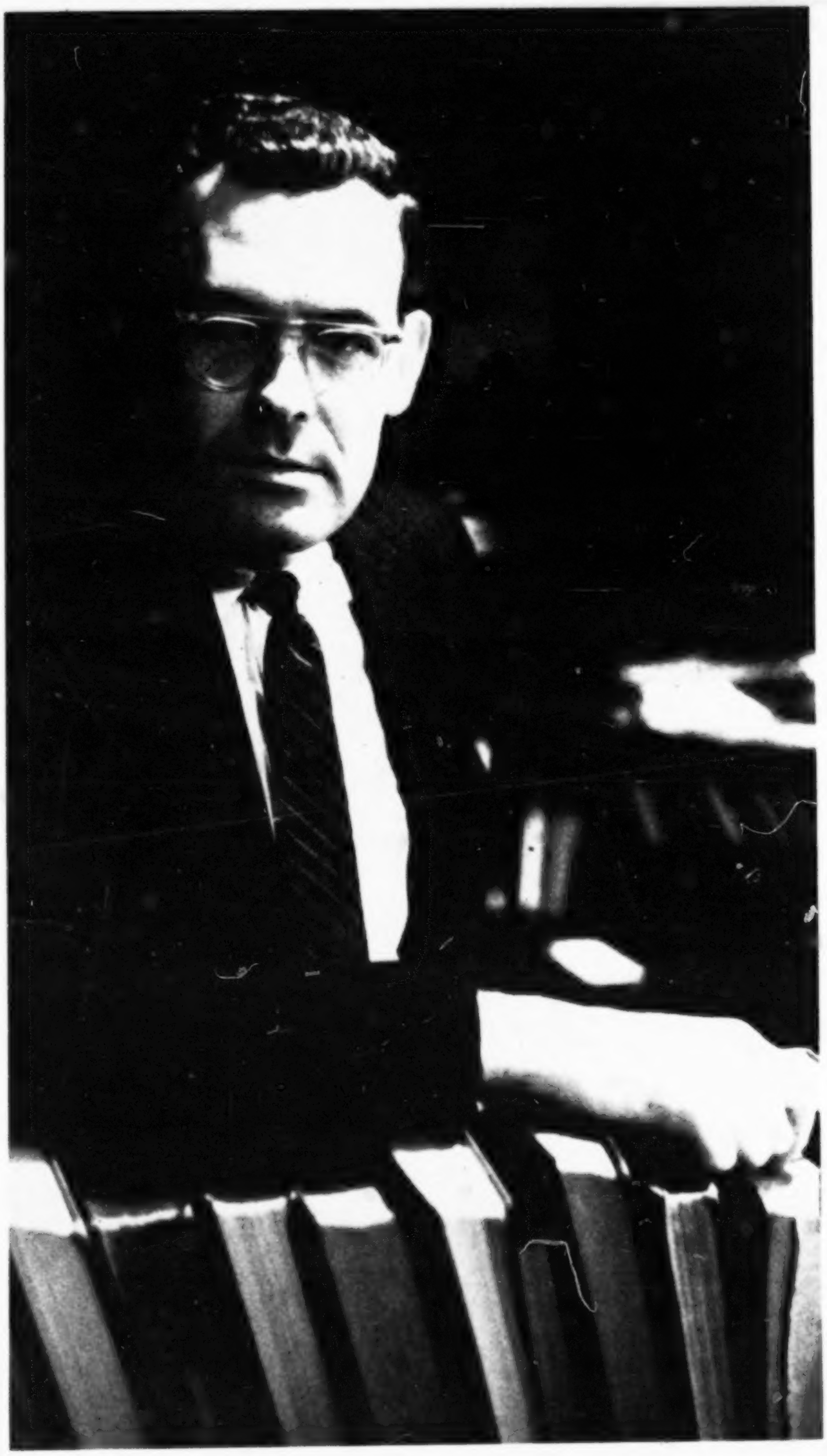


Fresh from a summer of theory and course work, Mr. Woodson begins his first day as a full-time, full-pay teacher. Alone in the room, he awaits his students and goes over his notes.

Every seat is filled now, and Mr. Woodson's biggest single task is to win the confidence of his students. After one semester of teaching, he returns to Hopkins for more study.

It has been a long morning. At noon, in the company of experienced colleagues, the new teacher takes a break. ➤





6 M.A.T. ALUMNI:

LOUIS J. SWIFT had long entertained the notion of becoming a high-school teacher, but entered St. Mary's Seminary in Baltimore with the intention of becoming a priest. After several years of study at St. Mary's, Mr. Swift decided to enter the M.A.T. program. He says, "I became so interested in the graduate work part of the plan that I'm now working for my PH.D. in English at Hopkins. Someday I hope to teach in high school or college."

JAMES D. MCNAMARA rejected undergraduate teacher training because "I had no desire to put education courses in my schedule." His interest in teaching, however, led him to teach history while in the Army. "I was actually shocked and dismayed at the lack of factual knowledge and mental training of my students, all high-school graduates," he says. This experience prompted Mr. McNamara to enter the M.A.T. course, and he is now teaching in a public high school.

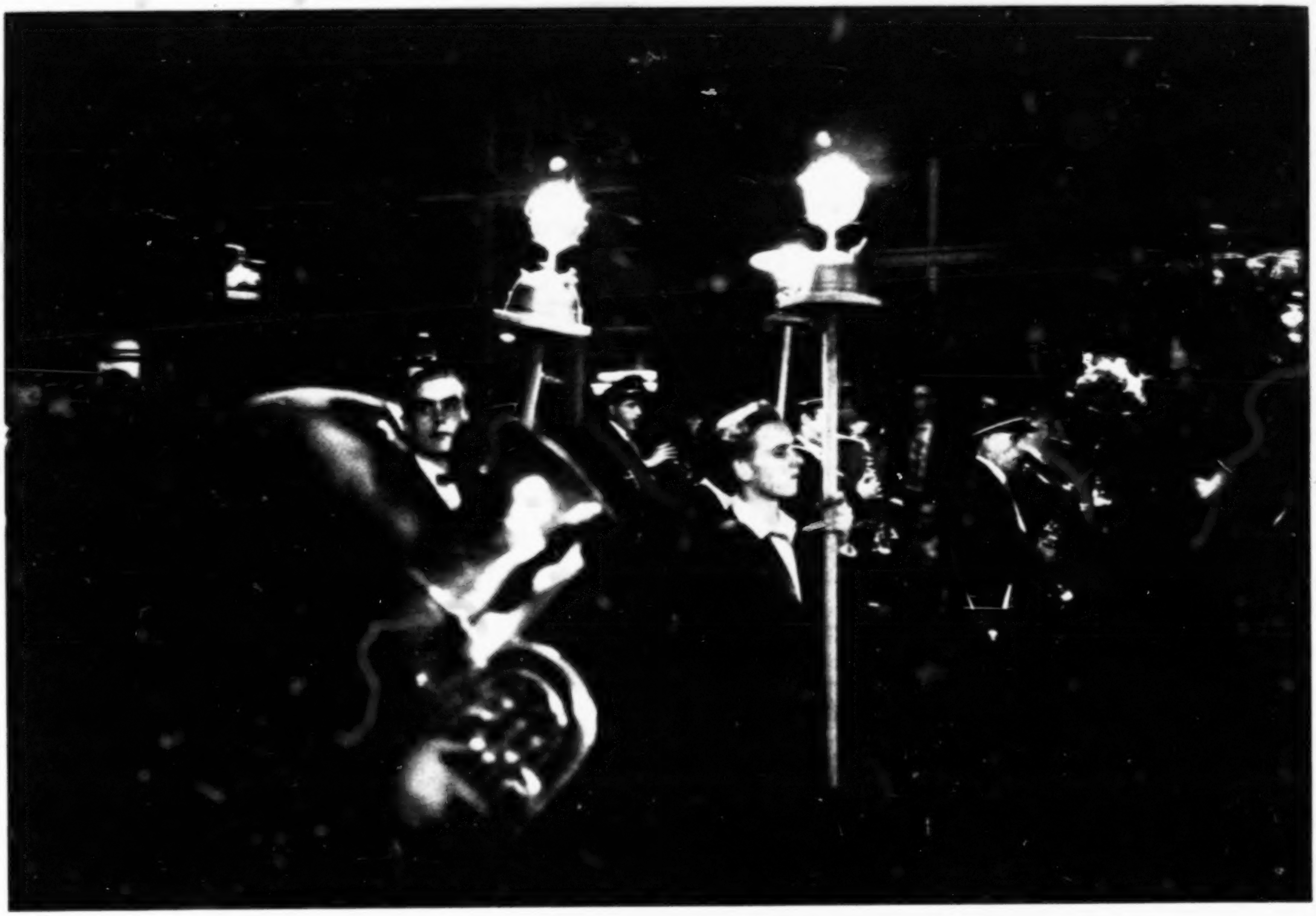
WILLIAM A. YANNUZZI has "a strong urge to communicate" and has long wanted to be a teacher. He did not study education while majoring in Romance languages at Johns Hopkins. "I'm something of an optimist," he admits. "I felt that if I prepared myself well in my subject, somehow I'd find a way to teach when the time came." His optimism was justified. Last June, Mr. Yannuzzi received his M.A.T. and presently teaches high-school French.

WHY THEY TEACH

GERALDINE ANN MCCARTY had no plans for the future when she began her senior year at Regis College. She had majored in English, avoiding education courses. "When I learned of the Hopkins M.A.T. program," Miss McCarty comments, "I decided to try it. I found it challenging and interesting, and can say that it helped me decide to become a teacher." Miss McCarty is presently teaching high-school English and says, "I really do enjoy it."

ALLISON JEANNE FURST was accepted into the M.A.T. program while a senior in liberal arts at Wellesley College. She interned in English and social studies, carrying a full teaching load of twenty-six hours. After commencement last June she returned to the school where she had interned. "I'm teaching eighth-grade core and find it even more enjoyable this year than last," she remarks. "M.A.T. has been invaluable to me in background and experience."

MICHAEL P. TILFORD regretted having to skip education courses at Langston University, but he wanted to concentrate on science. The M.A.T. program gave him the chance to get the professional training he had missed. Now teaching junior high school, he says, "I think teaching gives one tremendous self-satisfaction. The vastness of the sciences challenges the teacher to present scientific phenomena so as to stimulate his pupils to want to know more."



Townspeople and students of Leiden parade on the eve of the date of the town's rescue from the Spanish in 1574. For their heroic defense of the town, the people were rewarded with the university.

The October 3 festival culminates in a parade which this year had as its theme "It's all music." Seated on the sidewalk (*right*) are citizens who were recognized for their resistance to the Nazis during the war.

From The WELLESLEY Alumnae Magazine
January 1959

PROBLEM: Solve the Teacher Shortage

SOLUTION I: Teaching Internships

Two recent Wellesley graduates evaluate their teacher training "internships"

IN my senior year at Wellesley, I had the good fortune to be accepted into the newly formed Master of Arts in Teaching program at Johns Hopkins University. Because the university had just recently received the grant from the Ford Foundation, the group which reported for the first summer school consisted of only eighteen students. The candidates for the degree came from many different schools and areas of the country but they all had one thing in common: a liberal arts background with little or no preparation for teaching.

The summer session was designed to give the "M.A.T.'s", as the students were called, a foundation for teaching and to confront them with major educational problems. The three required courses were Observation in the Secondary School, Educational Psychology, and Principles and Methods of Teaching in the Secondary School. The fact that the M.A.T.'s took the same courses and lived on campus produced an atmosphere conducive to continuous, stimulating discussion.

The actual school year was split into two parts: one semester of teaching and one semester of graduate work. The teaching internships were tailored to the different interests of the M.A.T.'s and included private and public schools, junior and senior high schools, and a variety of subjects, from physics to French. The interns were placed in schools in partners who would exchange positions at the end of the first semester. The value of working in pairs lay in the possibility for helping each other and for providing some continuity in the classroom throughout the school year. I was assigned to teach core for the first semester in Dumbarton Junior High School, a new school located outside of the city in Baltimore County. Core is more an approach than an actual subject. The approach is called the problem method; the subjects included are social studies and English. For the eighth grade the topic was "Seeking Fellowship in a Global World" which surveyed the geography and history of several key nations or regions in the world. Along with that I taught literature, spelling, grammar, and composition. One great advantage to core is that the teacher has her students for about three periods every day. I had two classes with about thirty-eight pupils in each and managed to become quite thoroughly acquainted with them during my one semester at Dumbarton.

As an intern teacher, I carried a full teaching load of twenty-six hours although I was exempted from most extra duties and activities. An intern teacher has the opportunity to be independent in her work, to realize the responsibilities and rewarding moments of a teacher, and at the same time to be under some supervision. One teacher within the school had been released from part of her teaching load and was always ready to help me. A supervisor from the Baltimore County system and one from Johns Hopkins made regular appearances in the classroom for observations. Their function was largely constructive, not critical or evaluative. They encouraged the adaptation of varied methods and, after the first two or three months, experimentation.

While I was teaching, I was also taking courses at Johns Hopkins. Each M.A.T. took a course in the methods of teaching in his own field, and all of us participated in a seminar where teaching problems and techniques were discussed. The seminar was especially valuable since it dealt with our own problems and caused all the general material we had learned to become more applicable to our own situations.

At the end of the first semester, my teaching partner replaced me at Dumbarton, and I returned to the Johns Hopkins campus. One feature of the graduate work in the program is the flexibility which is allowed in planning courses. I selected three history or political science courses in varied fields with the idea of broadening my background. Since I was interested in teaching core, I was permitted also to take one English course. In my courses I had many outstanding professors, including Dr. Sidney Painter in Medieval French History, Mr. Owen Lattimore in Modern Chinese History,

Allison Furst '57—Johns Hopkins University

Allison J. Furst, '57, teaching eighth grade at Dumbarton Junior High School

and Dr. J. Hillis Miller in The Twentieth Century Novel. Along with those courses, all M.A.T.'s were again required to participate in the general seminar and to take a course in the philosophy and history of education. Although no thesis was required, the academic semester was as intensive as the other part of the year.

All of the M.A.T.'s were on full scholarships from the Ford Foundation and were receiving the same pay as long-term substitute teachers. They were responsible for their own housing. Six of us girls got two apartments together where the whole M.A.T. group often gathered for discussions or purely social occasions. Thus the similarity of interests and work produced a very close group which offered additional advantages to the program.

After graduating in June, the M.A.T.'s dispersed to many different teaching positions across the country. I remained in Baltimore at the school where I took my internship. I am again teaching eighth grade core and have found it even more enjoyable this year than last. I am carrying the full teaching load now plus the extra duties and activities, such as a current events club in my case. The year spent in the M.A.T. program has been invaluable to me in the background and experience it provided for teaching.

• • • •

Does a B.A. degree from a liberal arts college admit you to the classroom as a primary or secondary school teacher? The answer is, in some cases, "yes", but usually further study and training are needed to meet the requirements for professional certification in the various States. To meet the teacher shortage, several different types of teacher training programs have been developed for the liberal arts graduate. One such program is called the teaching "internship". This program begins in the summer. Part of the time during the ensuing year the student is a full-time intern teacher, and part of the time is spent in study. Two alumnae who participated in this type of program, at two widely differing institutions, describe their experiences in the following articles. In the next two issues of the Magazine, alumnae will evaluate two other types of program—the regular fifth year program and the summer emergency program.

THE SUN. BALTIMORE. SUNDAY MORNING, JULY 26, 1959

City School Internes

College Graduates Learn To Teach By Doing It On Their Own In Classrooms In Expanding M.A.T. Program At Hopkins

By VIRGINIA ROEDER

THE Johns Hopkins University, which has a long tradition in teacher training, has embarked upon a program for liberal arts college graduates which involves actual teaching assignments.

This is in contrast to the usual teacher training program in which the student does "practice teaching," usually in his senior year at college. "Practice teaching" is done with a regular teacher's class under the direction of the permanent teacher. At all times the student works and teaches in the capacity of a "student teacher," never entirely on his own.

The Hopkins Master of Arts in Teaching Program is different. For one semester each member of the program is a full-fledged teacher in a Maryland school and is completely responsible for his pupils, grades, and extra-curricular activities.

Directed By Dr. Walton

Dr. John Walton, chairman of the Department of Education at the Hopkins, is director of the M.A.T. program which began in the summer of 1957 under a $275,000 grant from the Fund for the Advancement of Education.

The professor, whose specialty is the field of school administration, points out that one-third of the high school teachers are trained at private liberal arts colleges and universities and therefore these schools have had to absorb much of the blame for the inadequacies of the secondary school teachers.

Dr. Walton says: "The M.A.T. program at the Hopkins is designed to meet such criticism by preparing graduates of these colleges for secondary-school teaching by giving them a fifth year of study which combines professional education courses with graduate work in a particular academic discipline."

The M.A.T. program was initiated by Dr. James Conant at Harvard in 1936-1937. At present there are several other schools across the nation, including Goucher, that have some variation of the program.

Students have come to the Hopkins from New England and California, the Corn Belt and the Deep South. Even natives of Haiti and Europe have been represented.

Each student in the M.A.T. program is a college graduate who has had little or no teacher education or teacher training. When they arrive at the Hopkins in June, the "to-be teachers" face a calendar year of work and study that can be met only by the able, well-prepared student.

The summer course of six weeks is devoted to nine credit hours of graduate professional education courses — the normal summer load is six credit hours. These courses, which introduce the participants to teaching, include the areas of educational psychology, philosophy of education, and classroom methods and management.

Private Schools Included

Beginning in September one-half of the M.A.T. students go into the schools for a full semester of regular teaching. They teach not in the capacity of student teachers but as full-fledged teachers. The remaining half of the students remain at Hopkins carrying a full semester load of graduate study in their major field. At the end of the semester the two groups change roles.

Thus, within the calendar year, candidates for the degree complete the professional education courses ordinarily required for teacher certification, one semester of graduate work in their major fields, and one semester of secondary school teaching. Each of the 46 M.A.T. students this year received at least $1,875 for one semester of full-time teaching and a fellowship covering one-half of the $1,180 tuition for the course. Each successful candidate receives a Master of Arts in Teaching degree.

In the first year the interneships were primarily in the Baltimore public schools. This past year the interneships were extended to include private schools and more public schools in the counties. McDonogh and Severn Schools had five M.A.T. internes on their staff. The interneships of four students, Miss Mary Ann Banich, Mundelein College; Miss Ellen Rosenberg, William Smith College in New York; Miss Karen Shaver, Pomona College, California, and Edward Kreppert, Carthage College, Illinois, were at North Hagerstown High School in Washington county.

Graduates In Demand

Baltimore county high schools—Kenwood, Parkville, Towson, and Dumbarton—shared in the program with twelve M.A.T. teachers.

And, of course, the Baltimore public schools are continuing to participate in the project they helped initiate. Twenty-two teachers from the M.A.T. program were at the following schools: Baltimore City College, Clifton Park, Eastern, Francis Scott Key, Garrison, Hamilton, Hampstead Hill, Pimlico, Southern, and Woodbourne High Schools.

Dr. Walton is assisted in conducting the program by Dr. John Woodburn, formerly of the United States Office of Education. Dr. J. Carey Taylor, who retired as assistant superintendent of the Baltimore public schools in 1956, also aids in the supervision of the interne teachers. Mrs. Margaret Disney, graduate student in the Department of Education, devotes some time to placement counseling for M.A.T. people.

That the program has been successful in preparing superior teachers is evidenced by the demand for its graduates from schools throughout the United States, and by the high starting salaries offered. While many beginning teachers receive $4,000 or $4,200, graduates of the M.A.T. program have received starting salaries of up to $5,100. Three of last year's group of seventeen M.A.T. students who were from out-of-state colleges like the Baltimore public schools so well that they chose to remain here. Five assumed teaching careers in Baltimore county.

Some From Abroad

Many of the M.A.T. participants have unusual personal as well as academic backgrounds. Dark-haired, vivacious Mrs. Anna F. Kovasznay received her bachelor's degree from Peter Pazmany University in Budapest. Mrs. Kovasznay and her husband, Dr. Leslie S. G. Kovasznay, who is now professor of aeronautics at the Johns Hopkins came to the United States from England following their escape from behind the Iron Curtain. Mrs. Kovasznay, the mother of a 10-year-old girl, fulfilled her teaching interneship at two schools, Towson and Dumbarton.

Roch L. Mirabeau taught French the first semester at Southern High School. A native of Haiti and a graduate of the University of Haiti, he took great delight in his assignment since French is his native language.

A husband-and-wife team, Lee and Gwynneth Risley, were among the M.A.T. students this year. Lee, a graduate of Kenyon College in Ohio, taught social studies at Clifton Junior High School. His wife, a graduate of the University of Kentucky, taught mathematics at City College.

Patricia Kobel, 21, was the only physics teacher at Kenwood Senior High School and the only woman physics teacher in Baltimore county during the first semester. Miss Kobel is a graduate of Mundelein College in Chicago.

Participants are enthusiastic about the M.A.T. program. "The main thing the program did for me was to give me a real feeling of enthusiasm for teaching," says Suzanne McGrath, of New York, who taught at Hamilton Junior High School. "I never thought much about teaching before I entered the program but I intend to continue with it."

Miss McGrath, a history major who graduated from Trinity College in Washington last year, will teach ninth grade history in Westchester county, N.Y., this fall. She counts as one of the highlights of her year at the Hopkins a course in constitutional history taught by Dr. Carl Swisher, head of the Department of Political Science.

Richard Barter, a graduate of the University of Maine, brought his New England accent to Baltimore much to the dismay of the middle schoolers at McDonogh.

Sunpapers Photos—Richard Stacks

Under a new program at the Johns Hopkins University, "teachers-to-be" get actual teaching assignments for a full semester in local schools. Teaching experience comes in a fifth year of study which also includes education courses such as the one in educational psychology shown above.

Studying For Doctorate

"When I told them I was Mr. Barter," he laughs, "they found three ways to spell it! Bartn, Bartah, Bartuh!"

He will continue his first semester teaching assignment at McDonogh this fall and plans to continue part-time study on his doctorate at the Hopkins.

Of the M.A.T. program he says: "I'm 100 per cent in favor of the program. Through the program I have accomplished the purposes I had in mind when I entered it. I wanted to meet certification requirements, yet pursue graduate work in my academic discipline which I did with courses like Dr. Sidney Painter's class in Eleventh and Twelfth Century England. Through the interne teaching I think I've gained a clear insight into the teaching profession while I'm still convinced that additional graduate study is necessary to qualify myself for the type of teacher I'd like to become."

Philipp Maersch, of Sheboygan, Wis., a graduate of the University of Notre Dame in philosophy and mathematics, has accepted a teaching assignment at Herricks Senior High School, New Hyde Park, Long Island, N.Y.

Helped By Supervisor

Mr. Maersch, who taught mathematics at Baltimore City College, was quite enthusiastic about the type of supervisory help he received from William Gerardi, supervisor of mathematics in the Baltimore senior high schools. "He was most helpful," he says of Mr. Gerardi, "for he brought me many new ideas about teaching mathematics and handling my class."

The current M.A.T. program is limited to 30 students who have been selected from the nearly 200 liberal arts seniors who applied for admission to the program.

Dr. Walton acknowledges that the task of selecting the trainees has been a difficult one since the majority have exceptional qualifications. But he emphasizes that it is encouraging to see so many capable young people interested in teaching and in becoming good teachers.

That the Hopkins M.A.T. program has been exceptionally successful is a conclusion shared not only by the students and professors at the Hopkins and public and private school administrators but also by the Fund For The Advancement of Education.

On June 19 the fund announced an additional grant of $841,000 to the Department of Education at the Johns Hopkins.

According to Dr. Walton this new grant insures the permanent continuation of the M.A.T. program at the Johns Hopkins.